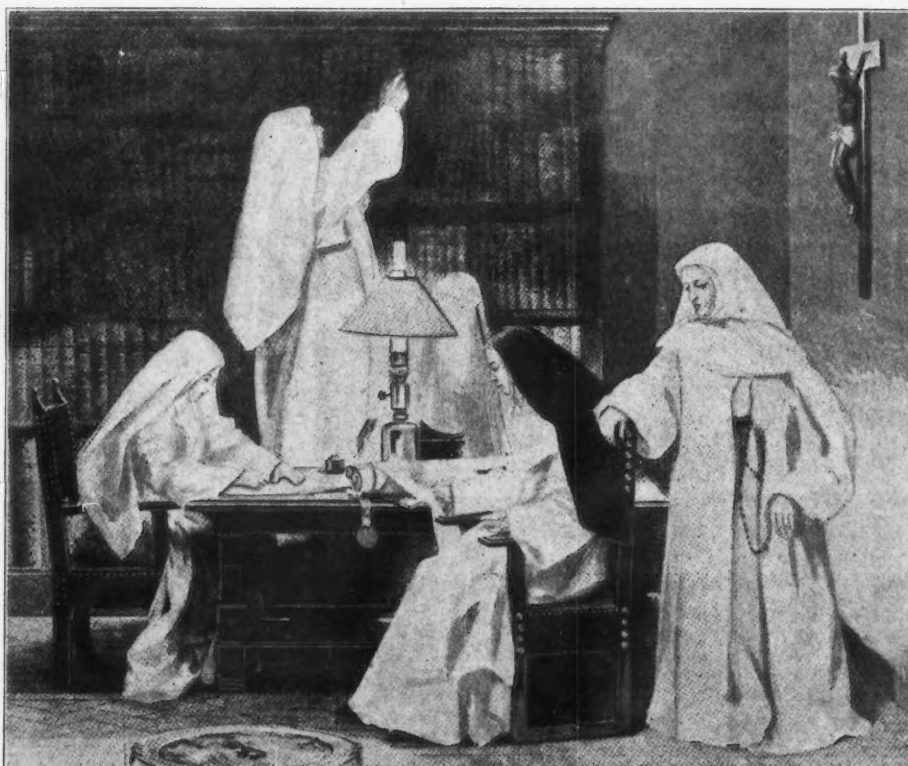


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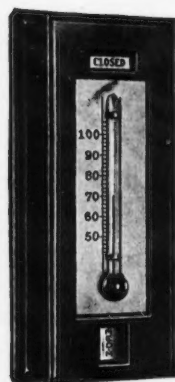
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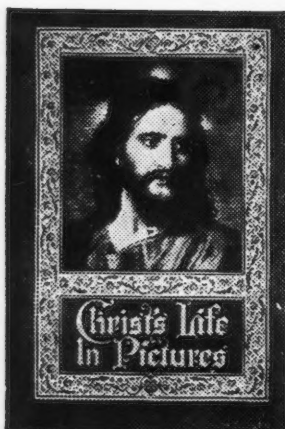
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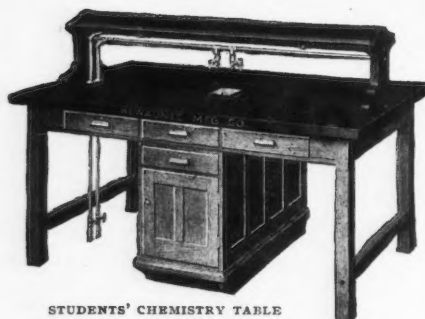
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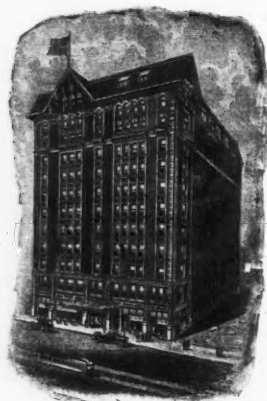
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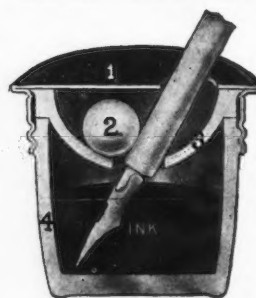
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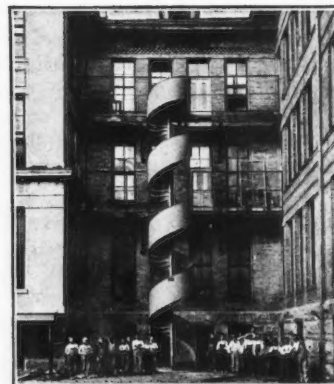
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OF EDUCATIONAL TOPICS AND

SCHOOL METHODS

WITH WHICH IS COMBINED THE CATHOLIC EDUCATIONAL REVIEW AND THE TEACHER AND ORGANIST

VOL. NINETEEN: Number Four

MILWAUKEE, Wis., September 1919

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THE CLOSE UP TEST. It was in the Pullman car late one golden afternoon that the pink-faced old gentleman and I fell into conversation. We discussed the weather, tunnel, the Wabash receivership, the American legion, charcoal, the race riots, Southern cooking, and, finally, Mark Twain. Then it was that the pink-faced old gentleman grew animated.

"Why, heck," he exclaimed, "I'm from his home town!" I wondered vaguely for a moment if the cosmopolitan humorist could be said to have had a home town—he who knew so well New York and Paris and London and Florence—and San Francisco. But suddenly I remembered a dreamy river town I had flashed through one Sunday five years ago en route to St. Paul.

"Oh, you mean Hannibal, Missouri?"

"Yep, Hannibal, Missouri. We both come from Hannibal, me and Mark Twain."

This was promising. How often in the course of half a lifetime have I discovered that even as the hero is no hero to his valet so the celebrity is no pedestalled idol to the folks at home. In Salem, I remembered, they didn't want a statue of that good-for-nothing Nat Hawthorne; an Indianapolis barber once told me enthusiastic tales of the infirmities of James Whitcomb Riley; and I possess the Oakland version of Joaquin Miller and the Silverado commentary on Robert Louis Stevenson. And so—alas for human frailty which is ever prone to gossip!—I asked the pink-faced old gentleman:

"What does Hannibal think of Mark Twain?"

"We think he's the greatest ever," was the ardent and unexpected response. "Believe me, son, we're mighty proud of Sam Clemens back in Hannibal."

"He certainly makes us laugh now and then," I put out a feeler. "Now take the story of the jumping frog or the story of the lost white elephant—"

"Oh heck!" interrupted the man from Missouri. "I don't mean on account of them things he wrote—anybody can write things. We're proud of Sam back in Hannibal because he was, as they say in New York, 'a regular fellow.'"

"Or, as we say in the Far West, 'a good Scout.'"

"Yes, that's it, Sam was a good Scout!"

And then as dusk fell on the mountain and the moonlight mellowed the little stream along whose bank our train sinuously made its way, the pink-faced old gentleman told me how his folks and the Clemenses had been neighbors and friends; how Sam was good-natured and helpful and never "stuck up;" how Hannibal waited to see if fame would spoil Sam and how glad it was when Sam refused to be spoiled.

"We're mighty glad to show the old Clemens house to visitors," concluded the Missourian in his characteristically high-pitched tones, "and we're going to put up a monument in honor of Sam."

Even now I wonder if my train companion ever read anything that Mark Twain had written. He cordially applauded my tentative appreciations of his friend Sam's literary output, but his comments were very, very generic. Sam was a great writer, of course, he admitted; but that Sam had been a good neighbor was decidedly more to the point.

When we parted that night one of us went away with a higher esteem for Mark Twain. And it is not a passing sentiment. I emphatically don't like many things that Mark Twain wrote; I deplore his lack of reverence for objects and institutions hallowed by time and noble associations; I resent that cocksureness coupled with ignor-

Current Educational Notes

By "Leslie Stanton" (A Religious Teacher)

ance visible on many a page of his collected works. But I simply cannot think ill of a man whose memory is revered in his own home town.

Here, indeed, is one of the most rigorous tests of living. How are you and I, as religions and as teachers

and as plain human beings, how are we thought of by those who are close up to us? Never mind about our "national reputation;" what about our community reputation?

Since there are so many "I's" in this note already, I may as well be shamelessly egotistical to the end. I had rather my pupils think well of me than be acclaimed in a dozen languages the greatest teacher of the age; and more valued to me than a decoration from the Pope would be the title of "a good scout" conferred by the second assistant janitor.

Which reminds us, with more relevancy than may appear on the surface, that Moliere used to read his plays to his cook!

OUR PICTURE GALLERY. Let us devout nuns and aspiring monks quit calling the imagination the family fool. St. Teresa, who once dropped some such epithet—probably with her tongue in her cheek—is almost the most imaginative of the world's great writers and the church's great saints. Her vivid and powerful imagination she did not destroy; she dedicated it to the service of God.

Imagination may be considered as the pictorial power of the soul, as the paints and brushes of the human mind. We can do one of three things with it. We can paint good pictures, we can paint bad pictures and we can, theoretically, do no painting at all.

As educators and as religious, which is the wisest procedure? We might have said, the wiser procedure, for in practice there are but two. Left to itself, ignored and abused, the imagination will evolve irresponsible daubs, not all esthetic and not all edifying. Let us re-read the parable of the talents with this picture-making faculty of ours in mind and let us make a very practical act of application.

THE STRAIN OF BRAIN. In these post bellum days of wartime prohibition many persons who formerly rarely gave liquor a thought are increasingly spirituous in conversation. (Is it because of the law of compensation? Or because the grass in the forbidden pasture always looks greener? Or is it just plain human perversity? Or is it a rudimentary sense of humor?)

My friend, the Professor of Philosophy, took Boswell's "Life of Johnson" for his vacation reading. On returning the volumes he apologized for certain pencil markings in the margins. (As if that were not the best use to which margins can be put!)

"Here's one passage," he added, "which may have a special interest. It really explains what's the matter with you."

And so the Professor of Philosophy read aloud:

"I reminded him (Dr. Johnson) how heartily he and I used to drink wine together when we were first acquainted; and how I used to have a headache after sitting up with him."

"There's absolutely no application to me," I protested hastily.

"Do not interrupt, please," admonished the Professor of Philosophy. "The application will appear presently. Listen to what follows:

And again he read from Boswell.
 "He did not like to have this recalled. 'Nay, sir, it was not the wine that made your head ache, but the sense that I put into it.'—Boswell: 'What, sir, will sense make the head ache?'—Johnson: 'Yes, sir, when it is not used to it.'"

ACROSS THE WAY. A little bit of verse which has blown to me of late is entitled "My Friend Across the Way." The poem has only three stanzas, and that is too many, for the essential emotion of the poem and by far its happiest expression are contained in these verses:

"From my little study window
 I can see a lamp's faint ray;
 'Tis the ever-faithful watcher
 Of my friends across the way.

Through the day I oft look over;
 'All for Thee' is what I say;
 And I fancy it's a comfort,
 To my friend across the way."

The last two lines have originality, and the entire poem has suggestiveness. We who know so intimately the help and consolation afforded by our Friend of the Ruby Lamp can best appreciate the sweet and steady truths that lie behind this Jesuit versifier's words. What does the sanctuary lamp mean in our life? Could not we all write verses on a theme at once so sublime and so familiar? Or at least might we not profitably live a poem or two? Incidentally, to live poetry is better—and rarer—than to write it.

OF SEEING THINGS. Viva la lemonade, peanuts and spangles! This morning came the big circus parade and Mr. Teacher, on a bit of vacation many miles away from where he works and hopes and prays, stood at the curbstone while the calliope shrieked ragtime and the elephants shuffled ponderously along each mobile trunk gripping a predecessor's tail. Maybe Mr. Teacher is too old or too tired, or maybe he had his breakfast too late; but, anyhow, the parade rather bored him. He raised his eyebrows disdainfully and was about to hie him to his favorite bit of shrubbery in the park, when he felt a hot, eager hand slipped into his and heard a shrill, boyish voice cry out:

"Gee, mister, ain't that the prettiest lady you ever seen?"

It was a crippled lad of ten in an invalid chair, and his shining eyes were swallowing the vision of a typical circus equestrienne—a poor mite of a girl prematurely old, painted pitifully from brow to chin, attired in an ill-fitting and bedraggled riding habit of crimson and gold. And yet, somehow, as the boy continued to comment rapturously on the passing show, to Mr. Teacher came back some replication of his own boyish vision and his own boyhood's dreams and he laughed at the perspiring clowns and shuddered apprehensively at the cowed and despirited "wild" beasts in their gaudy cages and even fancied that the blaring circus band furnished more soulful music than a certain symphony orchestra he knows. And after the parade had passed by Mr. Teacher and the crippled boy munched Turkish caramels together and discussed the wonders they had seen.

The memory of that little experience is going to make Mr. Teacher a better teacher next year. It is going to impress him with the truth that enthusiasm is the big thing in his work. And he feels now that if the enthusiasm of the crippled boy caused his mature eyes to envision glorious qualities in unwashed performers and battered circus vans, surely his own enthusiasm for the abiding beauties of art and life ought to bring to his students the higher blessings of recognition and love.

The period of the child's life when he is most disappointing to his parents is probably that time of light and shadow between his twelfth and fifteenth birthday. It is called the "awkward" age, and it is indeed awkward in more ways than can be enumerated at a first glance. Teachers should overlook these peculiarities and make due allowance in the conduct of the school.

Results vs. Claims

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Some Books for The Teacher of English

By Brother Leo, F. S. C., L. H. D.



BROTHER LEO, F. S. C.

DeQuincy's famous distinction between the literature of knowledge and the literature of power loses little of its force when applied to books dealing more or less specifically with the teaching of English. We have volumes which tell us what to teach—first-aid books, as it were—which discharge an eminently important duty and perform an invaluable service. The dictionary is the first of these; and then come the speller, the grammar, the desk-book of errors in English, the rhetoric, the history of literature. These are all honorable members of the knowledge clan and, judiciously and almost enthusiastically, we breathe the

prayer, May their tribe increase!

But in this article we shall concern ourselves rather with books on the teaching of English that more properly belong in the category of the literature of power. They are the books of suggestion, of inspiration; the books that manage to convey a magic phrase or a potent idea that we can carry with us into our study of books and our teaching of books and in the light of it find our work more fascinating and more fruitful. They are not perhaps the great books on the subject—like the "Ars Poetica" of Horace or Burke's essay "On the Sublime and Beautiful," or Cardinal Newman's masterly utterance on literature. They are mainly relatively recent books, mostly the work of enthusiastic middlemen but they are books that have proved helpful to some teachers I know and will doubtless be welcomed by other teachers.

"Representative Essays on the Theory of Style," chosen and edited by William T. Brewster (The Macmillan Company, 1905), presents in convenient form some of the best things written about the art of writing by the leading English prose writers. We find in Professor Brewster's volume the representative dicta of such men as Cardinal Newman, Thomas DeQuincy, Walter Pater, Robert Louis Stevenson and Frederic Harrison; we have also the stimulating essay on "The Philosophy of Style" written by Herbert Spencer as well as three thought-provoking essays by that very remarkable and now almost forgotten critic, George Henry Lewes. The introduction offers a synthetic study of the subject of style and includes a classification that every teacher will find illuminating.

"On the Art of Writing," by Sir Arthur Quiller-Couch (G. P. Putnam's Sons, 1916), merits more than passing attention. Its author knows the art of writing from a dual viewpoint, for besides being a fairly eminent craftsman he is likewise an instructor in Cambridge University. The book consists of twelve lectures delivered to Cambridge men and they are very good lectures, even when bereft of spoken interpretation and the inspiration that an audience, especially an undergraduate audience, affords. Sir Arthur boasts no training in the new "scientific" pedagogy and has naught to say about motivation and the like and seems decidedly averse to giving tables of statistics; but he talks right out with the urbanity and charm and wealth of allusion of a well-read, active-minded scholar on such topics as "The Practice of Writing," "The Difference Between Verse and Prose," and "The Lineage of English Literature." He has, too, a lecture on style which merits inclusion in Professor Brewster's volume. Were I asked by a young and promising but inexperienced and untried teacher of English for some books of advice and suggestion, I think I should put "On the Art of Writing"

at the head of the list. My young teacher would come under the influence of a mind mellow and mature, would receive much salutary counsel, would run into an occasional idea to disagree with, and, above all, would learn something of the right point of view in the teaching of English.

"Idols of Education," by Charles Mills Gayley (Doubleday, Page & Company, 1910), while not dealing specifically with the teaching of English, is a little book which every teacher of literature and composition can read with pleasure and profit. Professor Gayley, who is head of the English Department in the University of California, is the master of a style at once scholarly, graceful and piquant; and he has something to say. He is generous with meaty quotations and original comments caustic, but not embittered and though he hurls stones at idols, he reverences worthy ideals. Many of us who teach English find at times that we are trying to make bricks without straw. Professor Gayley will show us the folly of our ways and incidentally direct us to the most reliable straw markets. He aims high, of course; but that is something which all of us should do.

"The Teaching of English in the Elementary and the Secondary School," by George R. Carpenter, Franklin T. Baker and Fred N. Scott (Longmans, Green and Company, 1904), is a more pedestrian volume, but it is, I think, without a serious competitor in its chosen field. The authors seek merely to present an inductive study of the status of English teaching, "to avoid eccentric, dogmatic and personal opinions, and to present the subject in as many of its important aspects as possible." The book has two main divisions, one concerned with history and method, the other with the teacher and his training. It gives an excellent and comprehensive view of the entire field of English teaching, not overlooking such practical aspects as essay-correcting and the teaching of spelling. Professor Scott's discussion of the teacher of English is refreshing in its sanity and balance. He recognizes the need of both talent and training; and in his insistence on the former he takes occasion to say the following impressive words:

"The teacher who has not a passion and an aptitude for imparting instruction in English, who does not feel that it is the great thing in life to live for, and a thing, if necessary, to die for, who does not realize at every moment of his classroom work that he is performing the special function for which he was foreordained from the foundation of the world,—such a teacher cannot profit greatly by any course of training, however ingeniously devised or however thoroughly applied."

The bibliographies, considering the date of publication of the book, are complete and well made.

"The Aims of Literary Study," by Hiram Corson (The Macmillan Company, 1895), is a book that age cannot wither or custom stale. The veteran Professor of English at Cornell here emphasizes the vital aspect of literary study, an aspect that in both college and high school is too frequently overlooked. We all like to come into contact with a teacher of assured scholarship and recognized prestige, a man who knows books and life, a breaker of true literary bread. Such a man speaks to us in this little book.

"The Teaching of English in the Elementary and the Secondary School," by Percival Chubb (The Macmillan Company, 1903), is replete with valuable suggestions to the inexperienced teacher. Like all other books of the sort, this volume is not to be accepted as a court of last appeal or as the pronouncement of an infallible literary pope; rightly read and judiciously pondered it cannot but prove of considerable assistance to the tyro who isn't certain as to where the emphasis should be placed in teaching English. The author "has conceived of the duty and privilege of the teacher of English to be that of teaching

it not only for its linguistic values, for the making of intelligent readers and capable writers and speakers; but for its large cultural values, and, above all, for its character values,—for the spiritual enlargement, clarification and discipline of young hearts and minds and wills, which are to be touched to finer issues by its potent ministry."

"Methods and Aims in the Study of Literature," by Lane Cooper (Ginn and Company, 1915), is a wholesome and original treatment of a widely discussed subject. Professor Cooper simply gathers together authentic documents bearing on the methods of study and composition adopted by representative students and writers and presents them compactly arranged. The possessor of this book can readily learn something of the theories of artists like Sir Joshua Reynolds and Leonardo da Vinci, of scientists like Louis Agassiz, of critics like August Boeckh and Kenyon Cox, of poets like Dante and Wordsworth, of essayists like Newman and Coleridge, of novelists like Balzac and Manzoni. The compiler speaks nothing of himself and for himself. He contents himself with presenting the methods followed by many eminent men, and the result is a splendid collection of material upon which the student may exercise his powers of analysis and classification.

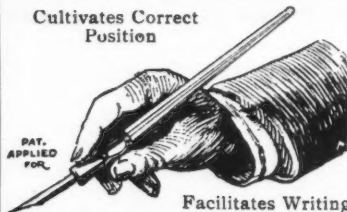
"Teacher and Student," by Lane Cooper (School and Society, New York, for July 27, 1918) is a pungent plea for scholarship in which the author, somewhat in the spirit of Professor Gayley's "Idols of Education," pays his respects to sophists old and new. The dabbler can expect no mercy at Professor Cooper's hands, and no teacher can entertain admiration for the dilettante spirit in literature after reading this adroit indictment of three modern educational sophists—Matthew Arnold, Charles W. Eliot, and Mr. Abraham Flexner. The destructive element preponderate in the essay; but the conclusion strikes a vigorously constructive note. Here is Professor Cooper's advice as to the reading of a favorite poet:

"Chose him with care, as you would a husband or a wife. Read every word he ever published, and at the same time examine some one of his poems, as it were with a microscope. Ask yourself ten thousand questions about it; delay the process of answering, and collect evidence that may settle them. Enter into your poet's life, and make his friends your friends. Read what he read, for thus you will give yourself the education of a poet—no bad thing for a teacher of literature. . . . Work into your author deeply, and work out again from him in every direction, until you live his life as he lived it in his age. To re-live the life of a Wordsworth or a Milton is a prophylactic against sophistry."

"The Rudiments of Criticism," by E. A. Greening Lamborn (Oxford University Press, 1918), is the practical work of a practical teacher—practical in the sense of being vital, helpful, cultural. "I began the book," the author tells us, "with no thought of publication, but simply with the idea of setting down, for the use of my staff and of the young teachers whose practice I supervise, some record of methods I had found useful in my own lessons, and some suggestions and conclusions drawn from my experience as a teacher and a student of literature." This man is a real student of literature and a real teacher of composition. If he sometimes seems to lay undue stress on the form of poetry as distinguished from the matter it is doubtless due to his desire to offset the bad effects of annotated editions of the poets which make dates and names and facts the engrossing subject of literary study. Like a good teacher, Mr. Lamborn appends specimens of metrical compositions actually written by his pupils in the light of the principles laid down in the book. This is truly a small volume but emphatically a great book.

"What Is English?" by C. H. Ward (Scott, Foresman and Company, 1917), bears the provocative sub-title, "A Book of Strategy for Teachers." The "strategy" has as its objective to get the teacher of English down to earth. Many teachers, claims the author, have been "dilettanteish, amateurish, ignorant of fact and scornful of system." Mr. Ward, with the intense earnestness and direction of a man with a big idea and a sense of humor, proceeds to stake out the literary claim to construct and set up his mining machinery and show us miners how we ought to go to work. He writes in his shirtsleeves; but he knows his business.

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16TH ANNUAL CONVENTION OF THE C. E. A.

The success of the sixteenth annual meeting of the Catholic Educational Association held at St. Louis, June 23-26, emphasized the importance of the good work done by this association.

Those devoted men and women whose lives are consecrated to the cause of Christian education find these sessions an excellent opportunity for exchanging thoughts on matters of great value in the education of the young and thus solve problems which are really common to all; how success has been gained by some, and also, that some have failed and why.

Preliminary Meeting Monday.

The Executive Board held its regular annual meeting, and there were also preliminary meetings on the opening day of the Advisory Committee, and of the executive committees of different departments. An informal reception in the evening at St. Louis University, held under the auspices of Archbishop John J. Glennon and the local committee, was addressed by Msgr. J. A. Connolly, Vicar General of the Archdiocese of St. Louis. Rev. B. J. Otting, S. J., president of the university, extended the greetings of the local Catholic educators, and a representative of Mayor Kiel, offered the felicitations of the municipality.

Opening Mass—Archbishop Glennon's Sermon.

More than 1,000 Catholic educators attended the opening mass of the convention, which took place at 9:30 Tuesday morning in the new St. Louis Cathedral, where a solemn pontifical mass was celebrated by Rt. Rev. Thomas Shahan, president of the Catholic University of America. Archbishop John J. Glennon assisted in full canonicals and delivered the sermon. The Most Rev. Archbishop sounded the keynote of the convention—cooperation in building up the men and women of the country in war and peace and a firm stand against State monopoly and Federal control of the facilities of education.

The formal opening of the convention proper, which convened at the Cathedral auditorium at 11 a. m., and was attended by over 1,500 delegates, was addressed by Bishop Shahan, president general of the association. He flayed the modern materialistic philosophy of present-day education.

He declared that education based on such systems of philosophy had brought Europe into ruins, and helplessness and misery upon its people, from which it would not recover for at least a century to come. He paid a high compliment to Catholic teachers when he declared that "the whole force of Catholic education lies in the men and women who make up the teaching force."

"It is not so much the force of the intellect, but the power of the example that counts," he said. "It is Christian moral example and Catholic spirituality that must eventually be relied upon to counteract the effect of materialistic philosophy."

Cardinal O'Connell's Paper Read Tuesday.

The climax of Tuesday's sessions came with the reading of a paper on "The Reasonable Limits of State Activity," written by Cardinal O'Connell of Boston, and read by Rev. J. B. Peterson of St. John's Ecclesiastical Seminary of Boston.

In his paper, Cardinal O'Connell predicted that the present tendency of centralization in matters of government, under which he said the United States was laboring, would enthrone the pagan idea "that the state is a god, and for it the individual exists."

He declared that the Constitution of the United States was drawn upon the principle that the state was the servant and not the master, and deprecated what he characterized the drift of the country toward absolutism.

"In the matter of education, particularly," the Cardinal said, "we are patterning after the German idea, a program which is being marked out by American educators who received their training in German universities."

The Cardinal declared that state monopoly of education had made Prussia what it is, or was, and attacked, in concluding, the constitutionality of a government-controlled education on the same ground that religious freedom is safeguarded to the children of the United States.

"While the state has the right and the duty of educating its children, when their education and themselves are being neglected by their parents, was his conclusion, the right is but a supplementary one and by no means either a monopoly nor a parental nor potential right such as belonged to parents alone," he concluded.

Status of the Association Excellent.

The principal business transacted at the initial session on Tuesday was the acceptance of the treasurer-general's report, which showed that last year's expenses of the association aggregated \$4,900, and that a balance of \$3,746.20 was in the treasury. The report of the secretary-general also adopted, showed there were 300 new members added during the past year.

Telegrams of congratulation were sent to Pope Benedict, Cardinal Gibbons, Cardinal O'Connell, Archbishop Hanna of San Francisco, and Bishop O'Connell of Richmond, Va., the first president of the association.

Departmental Meetings Held Tuesday Afternoon.

Tuesday afternoon was given up to sectional conferences of the college, seminary, parochial and secondary school departments, and the deafmute and negro sections—the eight departments into which the association is divided.

Tuesday evening a general session was held at St. Louis University, when the Rev. Henry S. Spalding, S. J., professor of pedagogy at Xavier's College, Cincinnati, spoke on "Readjustment of the Time Element in Education."

The discussion of this paper was general and various phases of the topic received consideration from those specially interested.

Conference of Catholic Women's Colleges.

The conference of Catholic Colleges for Women opened on Tuesday at 2:30 p. m., Rev. J. Ryan, D.D., chairman, presiding. The topic for discussion was "The Licensing and Certification of Parish and High School Teachers." Representatives from the five women's colleges, members of the North Central Association, read reports of the conditions existing in the Middle West relative to this problem, and plans were outlined to meet a situation which our schools are facing.

Departmental Meetings on Wednesday.

On Wednesday the delegates attended departmental meetings which occupied the entire day. Much interest centers every year in the departmental meetings, where papers of import to the various phases of direct educational work are presented.

General Session—Election of Officers.

At the general session on Wednesday Rt. Rev. Thomas J. Shahan of Washington, D. C., was re-elected president general. The other officers were elected as follows: Vice presidents, Very Rev. E. A. Pace, Washington, D. C.; Rev. Peter Yorke, San Francisco; Rev. John B. Peterson; secretary, Rev. Francis W. Howard, Columbus, Ohio; treasurer, Rev. Francis J. Moran, Cleveland. Cardinal Gibbons was chosen honorary president.

"Vocational Education in a Democratic Society" was the subject of the paper presented at the general session after the election of officers, by Rev. John A. Ryan, D.D., Catholic University of America.

Three St. Louis educators were on the afternoon program, Brother Gerald of the Christian Brothers, who discussed school libraries; Rev. F. V. Corcoran of Kendrick Seminary, who led the conference on the advisability of establishing a conference of teachers of the classics, and Rev. Lawrence Kenney, S. J., assistant dean of St. Louis University, who read a paper on "Preserve the Records."

Discussion followed all these papers and many points of importance to all concerned were brought out.

Under the auspices of the Committee on Curriculum, with Rev. P. J. McCormick, Ph. D., presiding, the general session of Wednesday evening listened to two papers of much interest: "Differentiation of Studies in the Seventh and Eighth Grades of the Elementary School: Viewpoint of Junior High School," Rev. W. J. Fitzgerald, Superintendent of Parish Schools, Hartford, Conn.; and "Differentiation of Studies in the Seventh and Eighth Grades of the Elementary School: Viewpoint of Vocational Preparation," Brother Bernardine, F. S. C., Cathedral High School, Duluth, Minn.

The general sessions were made unusually attractive by their timely papers and the lively discussions that followed their reading.

Conference of Superiors of Religious Communities.

The Sisters attending the convention held their conferences at the Academy of the Sacred Heart. V. Rev. James A. Burns, C. S. C., presided at these conferences. V. Rev. E. A. Pace, D.D., of Washington, read a paper at the first conference on "The Spirit of the Teacher," and at the second session on Wednesday afternoon, "The Trend of Educational Legislation" was treated by Rev. Paul Blakeley, S.J.

The conference adopted resolutions affiliating itself as a sectional department with the Educational Association and decided to hold a yearly meeting at the same time and place with the meetings of the association.

Department Officers Elected—Resolutions.

The usual series of departmental and sectional meetings that have characterized the preceding days of the convention mark the closing day.

The Department of Colleges and Secondary Schools, the parish school section and the seminary department, all of which convened Thursday morning in separate meetings, listened to papers on various phases of Catholic and general education. At the conclusion of their formal program they elected officers and adjourned at 11:30 a. m. to attend the final general meeting, which took place at the auditorium at noon. This general session was the final meeting of the convention. The Committee on Resolutions reported and the new General Executive Board selected and all miscellaneous business concluded, the convention adjourned sine die with the singing of the hymn, "Holy God, We Praise Thy Name."

Supplementary meetings of the superintendents' section, and those of the deafmutes, superiors of religious communities and negro educators took place during the morning, and the Executive Board and the Executive Committees of the various sections and departments met at the hotel headquarters during the afternoon to plan out the work of the coming year.

Local teachers in Catholic centers of education met at 2:30 o'clock Thursday afternoon at the Cathedral auditorium to listen to papers by Rev. P. D. O'Connor and one of the faculty of the local Christian Brothers' College.

HEARD AND SEEN AT THE CONVENTION.

Rev. Augustine Hickey of Boston, Mass., superintendent of diocesan schools, in which there are 1,400 teachers, said that the morale, or spirit, of the school is the main thing. He deplored the fear felt by many teachers who dread a visit from the superintendent. So much ought not to be made of these visits, he thought. Father Hickey was willing to abolish the rigidity of the examination papers, at least so far as his own perusal of them went. He thought a week's institute in the early fall, just before school opened, would make for inspiration.

The "only priest who has an office in the Vatican" was Rev. Robert A. MacEachen, of the Catholic University. Very Rev. E. A. Pace of Washington told this of Father MacEachen, after the latter had given a very informing address on "The Unification of Religious Instruction by the Pope." Father MacEachen gave particulars of the different forms which the catechism takes among varying peoples. Ten different "definitions" of "God" were told by him, but all reverent and all embodying some description of the divine qualities, but not identical by any means. The aim of the present pope to unify these catechisms in every land was told of.

In this connection Rev. D. J. Lavery of Holy Rosary Church, St. Louis, made a comment in the open discussion which was quoted during the afternoon. Father Lavery's plea was that the child receives "infused knowledge" after receiving first communion. He commended the self-scrutiny of the early Christians, which were "of the simplest character."

"They didn't go into the questions of theology in which we deal," said Father Lavery. "At the present time, with our children, we are turning out theologians fit for the university at Washington."

Prof. W. J. McAuliffe of Cathedral College, New York City, who made an address on "Americanization," said that in the process of Americanization we must amend our child labor laws so that every child will have a fair chance in the battle of life. Another primary step toward making naturalized Americans better citizens was to give them better homes and better working conditions. Education, he said, too, must play its part in this. He said that Bolshevism has no justification and that law and order must at all hazards be maintained.

"No teacher should be employed in any school whose knowledge of the English language is not thorough and complete. We are going to see in America within a short time, schools established in every industrial plant of note, where the men will be permitted to continue their education on the company's time."

In solving the problem of the adult immigrant, Mr. McAuliffe advocated the establishment of community centers and the proper religious influences. He declared that if America is to succeed a genuine religious course must be introduced into the school curriculum.

The educational situation in the Archdiocese of St. Louis was touched upon at a meeting of the teachers of the archdiocese. The gathering was presided over by Rev. James A. Murray, superintendent of parish schools of the St. Louis Archdiocese. Rev. Murray said that the teaching agencies of the Catholic church in the St. Louis archdiocese deserved great credit for the school system they were evolving. He said that the attendance at the parochial schools of the St. Louis archdiocese in 1919 was heavier than had been expected during the past year. Hardly a month passed last year, he said, that did not see the dedication or the opening of some parish school.

The heads of religious institutions of women were entertained at luncheon by the Religious of the Sacred Heart. Out-of-town Sisters were entertained by the local committee of patrons and patronesses of the convention at the Sacred Heart Convent. This provision for the entertainment of the Superiors and Sisters lasts throughout the convention.

The women members of the Cathedral Parish installed a kitchen and cafe service in the school basement, where lunch was served to the men delegates.

Rev. John A. Ryan, professor of moral theology at the Catholic University of America, demanded better educational facilities for the working man as essential to the maintenance of the standard of mechanical effort in the United States.

"I believe a man should first be educated in the arts of life," the speaker said. "Leadership in any profession cannot be achieved unless one's power receive a full development. Technical training cannot form any sort of rounded development."

The more distinguished of the delegates were Right Rev. Nicola, secretary of the Papal Legation at Washington. Presidents of some 50 Jesuit colleges of the United States were guests at St. Louis University. Provincials of the various teaching sisterhoods of the Catholic religion also were there for the conference of superiors of religious communities that was held in connection with the convention.

A new section of the Parish School Department made its appearance this year, in the shape of Catholic educational work for negroes, an organization for the promotion of which was formed the past year under the auspices of Rt. Rev. D. J. O'Connell, D.D., Bishop of Richmond, Va. Rev. Charles Hannigan was secretary of this meeting, organization was perfected, papers read, and the work thoroughly outlined.

A steady stream of arriving delegates caused the convention officials to assert that the 1919 session was the most largely attended meeting that the association has had in the 15 years of its existence.

Dr. Pace of Washington, D. C., was not in favor of institutes for the nuns. He said they were too hard on them, however profitable the discussions might be.

At a sectional meeting of the deafmute educational agencies Rev. John Butler, a missionary to the deafmutes, called upon the priests and teaching orders of the United States to learn the sign language in order to properly safeguard the religious needs of the deafmutes of the Catholic church.

In making his appeal Father Butler cited the existence of 20,000 Catholic deafmutes in the United States, of whom only 3,000 were under Catholic influences.

This deplorable condition, Father Butler asserted, rose in great part from the fact that the teaching agencies of the Catholic Church were backward in undertaking work among these people, only a few sisterhoods specializing in deafmute ministrations. He pleaded with the superiors of the religious orders present at the meeting, asking

(Continued on Page 193)

NEWS NOTES OF INTEREST.

Nuns were the first women printers, according to "The British Printer," which states that Dominican Sisters in the convent of St. James at Mt. Ripoli published more than 1,000 works between 1476 and 1484.

Rev. Thomas F. Burke, C.S.P., pastor of St. Mary's Church, Chicago, has been chosen superior general of the Paulist Fathers. His term of office is for three years with the possibility of re-election for a similar period. He has a sister, Anna, in the order of Sisters of Mercy, besides two brothers, Rev. John J. of New York City and William A., a supervisor of immigration.

Iowa seems to have the lead on faithful school attendance. The third Iowan—and the first boy—never to be absent or tardy, is Myron Hartley, who graduated recently from the Waukon, Ia., high school, and has a perfect record during thirteen years of schooling.

Among those graduated from Trinity College, Washington, D. C., June 4th, was Grace A. Voorhees, 25 years old, who has been blind from birth. Miss Voorhees was graduated with the highest honors and the following morning at 11 o'clock at the college was presented with an A. B. degree.

Disorganized conditions in Mexico are seriously affecting the educational system there, and particularly in Mexico City. Advice received today give specific examples of the disintegration of the educational system, which is causing alarm among the educated classes and the pupils.

The Paulist Fathers in charge of Newman hall, Austin, Texas, have been favored with an autograph message from the Holy Father heartily approving and commending their work among the Catholic students at the state university.

Miss Marion Gau, a student of 1919 class at the University of Cincinnati, has been awarded the \$500 prize offered at that institution for proficiency in mathematics. Miss Gau made her preliminary studies at the Ursuline Academy, Cincinnati, and graduated there in 1915.

There was a spelling bee in Nassau County, N. Y., in June, and four pupils from each school, public and Catholic, of the town of Hepstead, entered the contest. The scholars of St. Agnes' School of Rockville Center won.

Rev. Brother Elisian, F. S. C., has celebrated the fiftieth anniversary of his religious profession in St. Vincent's Industrial School, Utica, N. Y.

Master Joseph Russell Sherlock, of New York City, a recent parochial school graduate, has made what is considered a remarkable record in primary school circles in New York. He has succeeded in capturing four free scholarships in as many different institutions in New York. He might have captured more if he had taken other examinations, but a conflict in dates prevented his doing so.

The Augustinian Fathers have purchased a house in the vicinity of the Catholic University, which will be the nucleus of a house of studies for that famous order. The new institution will be organized before the beginning of this scholastic year.

A beautiful tribute has been paid to the patriotism and industry of the pupils of St. Vincent's Girls' School of Mobile, Ala., in the gift of a silver loving cup, awarded by the government. It will be remembered that during the late days of war the Victory Boys and Victory Girls were called upon by the government to pledge a sum of money, and to redeem their pledge by the earnings of their own labors. Every school in the country was organized and a date set for the redemption of the pledges. Two schools in Alabama were able to come forward with success, both sending in subscriptions on the same day. One of these was St. Vincent's School for Girls, conducted by the Sisters of Charity of St. Vincent de Paul.

On Thursday, June 12th, an interesting ceremony took place at Zwolle, Holland, when a memorial to Thomas a Kempis was unveiled. In 1916 a national subscription list was opened and the Queen and royal family of the Netherlands were among the contributors.

Cardinal Gibbons, Chairman of the General Committee on Catholic Affairs and Interests, has issued a call for a meeting of the entire Catholic hierarchy of the United States at the Catholic University on Sept. 24. It will be the first gathering of its kind since the Third Plenary Council of Baltimore, which was convoked in 1884. The general purpose of the conference will be to organize committees to study and work for the welfare of the Church and the country, particularly along social and educational lines.

More attention should be given to art education in the United States, according to the Western Drawing and Manual Training Association, which passed resolutions at the annual convention in May, emphasizing the importance of good design and highest workmanship.

Upward of 50,000 girls between the ages of 10 and 18 are enrolled as Girl Scouts, according to a report furnished by Juliette Low, and published by the United States Bureau of Education, Department of the Interior. Registrations have been made at the rate of about 150 per day since January 1, 1919.

Famous old St. Joseph's College in Bardstown, Ky., celebrated the hundredth anniversary of its founding at its commencement exercises. This institution, whose rolls include the names of many men famous in the history of the nation, was founded by Bishop Flagnet, the first Bishop of Bardstown, in 1819. For the past eight years the Xaverian Brothers have been in charge of the school.

The golden jubilee of the founding of the Sisters of Charity of the Incarnate Word in San Francisco was fittingly observed in that city on July 30. Imposing religious ceremonies in the magnificent chapel of the order was participated in by Archbishop Shaw, five bishops, and nearly one hundred priests, together with a great assemblage of members of religious orders and the laity.

The House by a vote of 223 to 101 passed the repeal of the daylight saving law over President Wilson's veto. Opposition to sustaining the President over the protests of farmers was along non-partisan lines and represented, largely, members from the agricultural sections.

Pinecrest Inn, one of the most beautiful mountain resort hotels in the west, was acquired by Rt. Rev. Joseph S. Glass, C. M., D. D., Bishop of Salt Lake, for use as a summer home for the nuns of the diocese. The hostelry will hereafter be known as Pinecrest Villa.

Each year men and women of note go to the Catholic Summer School on the shores of Lake Champlain, to learn what it is that holds so many together for several weeks each year; and leaving they carry away in their hearts thanks to the wise founders and praise for all connected with the work. The present session is most successful from every standpoint.

Dubuque College will widen the sphere of its educational activities this fall. A college department for the members of religious communities of women has been organized, and will be in full swing during the coming year. For years Dubuque College has conducted summer sessions in college and in normal courses with an ever increasing enrollment, and the new department is but the natural outgrowth of the work begun in the summer school.

Few graduating classes of the season have presented a better appearance than the five children living in the downtown districts, in the Old Cathedral Parish, St. Louis, who in June, received their diplomas at the hands of the pastor, Mgr. J. J. Tannrath, the first Old Cathedral graduating class in forty years.

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CONTRIBUTIONS—As a medium of exchange for educational helps and suggestions The Journal welcomes all articles and reports, the contents of which might be of benefit to Catholic teachers generally.

THE CATHOLIC SCHOOL JOURNAL,
Member of The Catholic Press Association.
445 Milwaukee St. MILWAUKEE, WIS.

SEPTEMBER, 1919

For the purpose of encouraging young people who through patriotism left school or college during the war period to enter military or industrial service and who now find it difficult to weigh the value of education in view of the high salaries and wages paid to labor, a "Back to School" movement has been much in favor in some states.

Teaching school is hard work; keeping school an easy job; training children to think requires energy, purpose and culture; stuffing children with text-book facts does not require either energy, purpose or culture. Almost any one can tell pupils "how to work the sums" in a common school arithmetic, ask the questions found in a catechism or geography, listen to pupils recite the text of a history and watch pupils imprison sentences in a diagram. No one who is content to remain in a state of rest can stimulate mental activity in others.

The serious side of life is important, but there is another side of equal importance. The earth smiles, buds and brings forth fruit because the sun shines. The mind and heart develop their best qualities only when the sun of happiness and contentment shines upon them.

The moody, melancholy child is ill mentally or physically, or both. Nature has her moody spells, but they are not for long, and they are quickly forgotten. So it is a part of a teach-

er's business to cultivate in his students the bright side of life. Temperamental characteristics are largely the result of habit, sometimes of heredity, frequently of environment. Habit and environment can be changed and even hereditary propensities may be improved.

The combined energies of pastors, teachers, and parents are required to make our parochial schools successful; and if any one of these requirements is lacking, the school and the scholars will suffer in consequence.

Catholic education is of a dual plan; it uses both the results of the latest investigations of science and the graces of God, for the advancement of children in knowledge. It combines that which is considered by modern educators the sole object of education, scientific exactness; and that which is beyond all science, the knowledge of the kingdom of God.

Reports from all sides of the country are our authority for stating that the opening of the parochial schools, this year, in the number of new pupils and in other respects, has never been surpassed. The dangers of the godless education in the public schools, and the consequent necessity of Christian education, have been put before Catholic parents in such a strong light by the pastors of souls that no other result could be expected.

A teacher who speaks in a tone lower than the average will soon have followers among his pupils. Teachers should speak distinctly and with sufficient energy and volume of voice to be heard in any part of an ordinary schoolroom. Pupils of all ages imitate their teacher. Teachers are the pupils' ideals. The habits which pupils form in school usually accompany them throughout life. One correct habit firmly fixed in early life is more valuable than a score of text-book facts. Correct habits are real values. The aim of education is right conduct.

The habit of stumbling over words in reading so common among the school children is due to the fact that drills at calling words by sight have not been kept up. The pupil needs an awakening which will enable it to detect the proper syllables and the sounds of the combinations of the letters. A few moments every day so spent is invaluable. Do not use rare or obsolete words, but those requiring care to discern instantly. Two words so often misused are, "saw," and "was," one for the other simply because the letters are blended in an indistinct way.

Some one wise in the wisdom born of keen observation and patient reflection, has said: "What you want in the life of a nation, put into the lives of the children."

We want love and obedience to God, respect and loyalty to the Church Jesus Christ founded for the salvation of the world, generosity which is willing to share at any cost the gift of Faith with the whole world.

This is a broad platform, and it means beginning work at the beginning.

The teacher of the youngest child in the school is working under the eye of God, standing beside Guardian Angels who watch and listen. What an important work she has to do.

The following is a good paragraph for the teacher to have before her; for the work of the teacher, above all others, is where light is needed:

The souls, in all ages, who have sought for light, who have cried, "Teach me thy way, O Lord," have been those who had the most light already. The strong mind is the most teachable, the most eager for knowledge. It is the narrow soul that gets blocked up with its own knowledge, and content with it. When we are sure we do not need any teaching as to our duty, that is the moment when we are probably quite in the wrong.

Sept. 17 is the anniversary of the signing of the Constitution of the United States. The schools throughout the country will generally observe this date as Constitutional Day. The National Security League are conducting a nation-wide campaign for the study of the Constitution. The booklet, "Our Charter of Liberty," issued by the league, consists of a series of articles explaining the Constitution of the United States.

Our Catholic school system is a monument to the power of voluntary service in a great and noble cause. At the present time more than seventy thousand men and women consecrated to the cause of Catholic education are directing schools and instructing upwards of two million pupils in the United States.

While the high schools of the country send only one in eight students to college, Catholic high schools send one in every five. However, from all the elementary schools, one in twelve pupils enter high school while only one in every nineteen pupils of Catholic schools goes to an academy.

In other words, out of ninety-five children in the Catholic elementary schools, five get to colleges. Out of ninety-six in the elementary schools of the whole country, eight get beyond the high school. In other words, 60 per cent more public than Catholic school pupils go beyond the eighth grade.

A Catholic school boy is now Governor of New York, and he is one of the best beloved citizens of the State. His example and career are worthy of imitation on the part of every boy in the State. Being a Catholic, showed that he has overcome obstacles in the way of his success than if he had not been one. He didn't have to hide his religion, either, but gloried in it. "Thank God," said Judge Dodd recently, "we have a Governor who is not afraid to bless himself in public."

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READING.

By Brother L. Francis, F. S. C.,



BRO. L. FRANCIS, F. S. C.

Life is too short, the brief span of time allotted us in this vale of tears is too precious to be wasted on light, not to say worthless reading. And yet, what do we observe in the hands of our young people and oftentimes also in the hands of those who should know better, many of the latter class being, unhappily, in the position of guides to the young, but the lightest of light reading. Both predications are much to be regretted, but more especially the latter, for if the shepherd leads the flock into arid pastures, the result can not but be disastrous.

If the guide himself is a movie-show-literature fiend, and recommends this sort of literature to the public, what can be expected of the latter? The movie-maniac is not only incapable, but in many instances unwilling, to delve for the Good, the True, and the Beautiful in literature so plentifully hidden underneath the surging mass of cheap and shoddy, not to speak of the bad and immoral, stories with which the market is glutted. He can not discover the rich literary treasures of all ages and nations amid the mire and slough of movie-productions; the precious metals hidden within the ore are beyond his grasp and he contents himself with the surface slack. He ignores the sweet, modest violet hidden in the grass or shrubbery, he passes disdainfully the gorgeous rose of Shiras blooming in plain sight, and hastens on in order to fatten upon the livid blossoms and the fetid effluvia of the iris foetidissima.

Do the youth of the present day really desire this sort of reading? We think not. It is a case of blindly, unconsciously wandering away from the right path, or, worse still, being led away from it by irresponsible guides, who themselves do not know their right from their left. It is a case of "the blind leading the blind, and both falling into the pit."

There has been a lack of proper direction, the guiding hand has been wanting altogether or they have not been guided aright. More attention must be paid to the guidance of the youth of our schools throughout the country in the selection of reading matter. What a pity it is, that there are not more to interest themselves in this matter, a matter which may jeopardize the eternal salvation of many a well-intentioned youth and maiden! They mean well and desire to do what is right; they are earnestly striving to walk "in the straight and narrow path," they are yearning for direction, and the saving hand to lead them past yawning precipices is refused them. Nothing is lacking but a safe guide. What a pity it is, that there are so few ready to grasp the out-stretched hands of poor, helpless beings seeking the assistance of one able and willing to guide them securely, though by devious ways, onto the Parnassus of literary celebrities and to teach them how to partake with profit of the intellectual pabulum so plentifully held out to them there; to show them the evil of fitting about here and there, like the butterfly, sipping indiscriminately from everything that presents itself, and to induce them to drink rather in deep draughts the nectar Ganymede offers for their intellectual growth, for the enhancement of knowledge and, last but by no means least, for the pleasure the trained mind experiences in the contact with the world's great lights! Why not grasp the eagerly extended hand and teach them, that they may in full security walk under palms, and that no evil awaits them there?

But if the guide and teacher be as poor and helpless in this matter as themselves, then they are to be pitied indeed, for their intellectual growth will be dwarfed, if there can be any question whatever of intellectual growth. The moral aspect is still more sad. The young mind, longing and yearning for intellectual pastures, "wanders like a lost soul upon the Stygian bank, waiting for waftage," and there is none to ferry it across the turbulent waves and

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past the dangerous shoals forming the outer edge of the approach to the vast sea of literary masterpieces. Many, yea, the majority of parents, owing to circumstances too many and too various to be discussed here, are wholly unable to undertake the arduous task. Who, then, but the teacher should seize the helm and take upon himself the ferry-man's labor and responsibility. But, alas! and alas! There are but too many of the teachers in this fair land wholly unacquainted with the intricate art of navigation, and boxing the compass is not one of their acquirements. Should it be on account of this, that the Chairman of the National Teachers' Convention, in a speech delivered some time since, stated, that among the teachers employed in the various schools of the country there are over three hundred thousand utterly incapable of teaching and whose names should be stricken from the roster? Assuming, for argument's sake, this astounding statement to be true in its unbelievable entirety, what is to be done? To supply that number of capable teachers, it would take years for their preparation. In the meantime, one of two things would have to be done: either dismiss the incapable ones and, as a necessary consequence, close thousands of schools; or, let the established rigmarole continue until better times. But this is not the place to discuss this question in detail. If conditions are what they are represented to be, then education in our country is not what we would like it to be. For if primary and, as a necessary consequence, secondary education do not meet requirements, then, also as a necessary consequence, higher education can not meet them. One follows the other "as the night follows the day."

But to return to our subject. Under the circumstances above detailed, is it to be wondered at, that reading seems to have become one of the lost arts? To be sure, the savant, now as ever, continues reading by way of research, so as to still further enrich and enlighten the world concerning the nations of antiquity, their history and mythology, their mental activity and their manner of life; the man interested in the learned professions—philology, medicine, law—reads unremittingly, on the one hand to keep in touch with the profession, on the other

to keep abreast of it, so as not to become fossilized; the educator—the college and the university professor—reads for the purpose of enhancing his own store of knowledge and of enabling himself to present a subject in lucid manner to the students. It is not to such reference is made here. They can and do take care of themselves, for they thoroughly understand and appreciate the great need of mental activity. Our purpose is to reach the primary and secondary teaching body and to influence them to do all in their power to stem the evil that is stalking about in broad daylight among the youth of the country "seeking whom it may devour. We would draw their attention to the sad and discouraging fact, that our young people have ceased to engage in select and profitable reading, in such reading as is calculated to nourish and improve the mind, replenish it with wholesome thought, and thus acquire and enhance knowledge. In view of the fact, that the intellect requires nourishment of which good and useful reading furnishes a not inconsiderable portion, and in view of this other fact, that the intellect will languish and be brought to a state of inanition, if proper nourishment be not supplied, just as the body will linger and die, unless suitable material nourishment is furnished in sufficient quantity, this falling off becomes a matter for serious consideration, for unless a prompt remedy be applied, our young people are in the best way possible of losing themselves both in this world and in the world to come. Here the question arises, whence is this most deplorable falling off from a useful and essential pursuit among the youth of the country? Where is the blame to be found? One of the chief causes, if not the only one, is not difficult to find; it is so close at hand and so palpable, that an observant individual needs no guidepost to direct him. Everything points to the fools' paradise, the "movie show." Not but that occasionally something of educational value is represented on the screen. That, however, is the exception, and these are precisely the displays not frequented by our youth. Many of the representations border closely upon the immoral, if they do not altogether overstep the line. The rest constitute a mere loss of time, in itself a very serious and regrettable matter. Much

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has been written on this subject. Articles from the pen of high Church dignitaries and other leading men have been published in papers and magazines, warning parents to beware of this fast growing evil. The custodians of Public Libraries have issued statements showing how appreciable the falling off is, and deprecating it in unmeasured terms, pointing to the picture show as the prime cause of it. How pronounced and threatening the evil has become, can readily be seen from the following statistical table:

From twenty-two to forty per cent of the films shown portray illicit love and adultery, twenty per cent murders and suicides, ten per cent drunkenness and twenty-seven per cent theft, gambling and robberies.

The Josephinum Weekly recently printed the following: "Moving pictures exercise a baneful influence upon most children—that is, the continual patronage of such films as are shown today at the playhouses. Professor Burgess of the University of Chicago has compiled statistics gathered by 237 public school teachers as to the effects of the moving pictures upon the pupils. He disclosed his findings to the Board of Censorship.

"The investigation found that the films gave the children false and distorted ideas, unfitted many for future duties, gave many irresponsible and selfish views, others the impression that life is for excitement only; made some believers in luck and others dissatisfied; caused a large proportion to acquire contempt for authority, made others precocious in sex matters, and induced some to think marriage ties should be disregarded; and had a bad effect generally upon the modesty and purity of many.

"Parents generally will agree as to the unfitness of most of the films drama for the eyes of children whose ideas are in the formative stage. And children are to be seen in theaters when most lascivious and exciting melodramas have been screened.

"The relation of children to moving pictures is the greatest moral issue of our day, according to the Rev. F. C. Dineen, S. J., who is a member of the board of censors, appointed by the Chicago City Council.

"Our committee has hearings every Friday," Father

Dineen said, "and our conclusion is that the moving picture presents the greatest moral problem of this city. Five hundred thousand children attend the pictures from two to three times a week. Questionnaires have been sent to the teachers and it is the unanimous opinion that attendance has a deleterious effect on the mental and moral faculties of children. The data were turned over to Professor Burgess of the University of Chicago, and embodied in his report."

In view of these facts, what is to be thought of parents, more especially of mothers, who permit their daughters, just budding into womanhood, to visit these dens of vice and infamy and to return at a late hour of the night in company of young men about their own age, their imagination set afire, their young blood heated to the boiling point by the representations just witnessed? Let us draw a veil over the rest of this picture. Much has been done in the way of counsel to draw the young from this pernicious course. The respectable portion of the daily press, of weekly and monthly magazines has sounded the danger signal in unmistakable clarion tones, but all to no purpose. And how could it be otherwise? While on one page they are deprecating the destructive consequences of these insidious displays, on another they are giving large advertising space to them. With one hand they are undoing what with the other they endeavor to accomplish. There would seem to be but two places where the battle can be carried to a satisfactory issue; but two places, where the youth of the country can be withdrawn from this insane desire to attend the movie show—20,000,000 are said to attend them daily—and where they can be influenced to again take up a course of instructive reading; but two places: the home and the school. But there every lever must be put and kept in action to bring about this so desirable change. It will require hard and persistent labor on the part of both parent and teacher, but these strenuous efforts will, let us hope, be crowned with most gratifying results.

In school, the only solution of the difficulty presenting itself to the thoughtful teacher appears to be to take the

(Continued on Page 189)

THE ROTATION PLAN

Of Vitalizing the Teaching of Agriculture is the Biggest Idea in Education Since the Time of Horace Mann. It is Destined to Vitalize Our Entire Educational System.—DR. A. E. WINSHIP.

THE Rotation Plan is attracting the attention of educators and farmers everywhere. It is rebuilding school houses. It is putting new life into communities and rural schools. It is increasing the salaries of teachers from \$10 to \$40 a month. It is revolutionizing the teaching of Agriculture in Missouri. South Dakota and Oklahoma have adopted this plan; other states are planning to adopt it.



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What is known as the Rotation Plan for Vitalizing the teaching of Agriculture is attracting nationwide attention. It is in our opinion one of the big educational ideas of recent years and should be given most thoughtful consideration by all educators.

W. J. Beecher,
Editor

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Martha Persis Smith, Kansas City, Mo.

SUGGESTIONS

The verses may be learned and recited as a part of the "Morning Exercises," or used as a language lesson, and one stanza or more for dictation in spelling. The little songs, learned in the music-period if desired, may be sung as a prelude for the verses.

The dramatization may be used simply in a class-room, or more elaborately put on a stage for some special occasion.



Garden of Speech

A GARDEN OF SPEECH

Somewhere we read of a garden of speech,
Where plants of all sorts do show,
Fragrant and fair, or ugly and bare,
As the speakers make them so.
Say what you say so finely and fitly,
That every listener may know,
Mistress Mary, and sisters and brothers,
How sweetly your gardens do grow.

Pray cease finding fault so freely and oft,
Do not blame more than you praise,
Let us be fair, perfectly square—
A good word in season pays.

Spirit of Good Manners.—The Spirit of Good Manners may be represented by a fair-haired child, dressed in blue crepe and silver paper, with a crown of leaves or flowers, or a dark-haired child dressed in red and gold. A wand may be used if desired.

DRAMATIZATION OF A GARDEN SPEECH

Scene—Garden with different plants labeled "Politeness," "Purity," "Truth," "Good English," "Careful Words."

(Mistress Mary with sun-bonnet and watering pot, sprinkling plants.)

Spirit of Good Manners enters, recites speech verses. At the words "and sisters and brothers" a number of children dressed for gardening, with watering pots, rakes, hoes, etc., enter and move about among the plants, doing their various kinds of work. Raking up of dead leaves may be a feature, if given in the fall. A green floor covering may be used and green tissue paper cut and spread about for grass. At the end all sing "Garden Song," marching around among the plants, led by "The Spirit of Good Manners" (who has been standing at one side), and Mistress Mary directly following him or her. All march out as song ends.

Large pieces of bushes put into green covered pots or tubs will make a good back-ground.

If something very simple is desired, let children make a tableau as suggested by picture, after Spirit of Good Manners has recited the verses, and then sing the Garden Song.

To make a more elaborate affair a little folk-dance or Virginia Reel may be given just before the children march out. An out-door presentation is effective.

GARDEN SONG (Music by Estelle H. Dallas)

Make your garden fair Put your best plants there;
Watch over them with care Make your garden fair,
Make your garden fair, Loosely and fair,

POSY BEDS (Music by Estelle H. Dallas)

Sing a song of posy beds - Pretty flowers of speech
Courteous little "thank yous" Gentle manners teach

"If you please" will bring you
Many favors sweet,
"I'm glad to see you," welcomes
Friends whom you may meet.

"Beg your pardon," softens
Chance mistakes you make.
Cultivate your posy beds
For good manners' sake.

DRILLS, GAMES AND EXERCISES

BASEBALL GAME

1. Teacher throws ball and children jump into air to catch it. Repeat, children jumping and reaching to side as well as up, to catch it. A child may be chosen to act as pitcher.
2. Every time they catch it they throw it back to the pitcher.
3. Pitcher throws the ball and children bat it, having two strikes and several fouls before they hit it for a run.
4. Make a home run by each two rows running around one row of desks.
5. Throw caps in air because game is won.
6. Side wins, so breathe deeply and cheer, rah, rah, rah, while waving caps.

INDIANS

1. Paddle in canoe to woods. Sitting on desks.
2. Have on moccasins so walk on tiptoe thru woods, one hand shielding eyes and looking all around among shrubs as go scouting along.
3. Shooting arrows. Kneeling on one knee stretch arms and aim. Draw one arm back and make soft hissing noise as arrow goes thru air.
4. Four or five running steps forward to bear.
5. Stoop and pick up, throwing over shoulder.
6. Run back to canoe.
7. Paddle home.
8. Out of breath, deep breathing.

COWBOYS

1. Lasso the pony. Twirl the lasso over the head in large circles, first with right hand about eight times and repeating with left. Throw lasso, lean well forward, arm stretched out.
2. Gallop on ponies, each two rows around one row of desks.
3. Cowboys' trick, throw a ball way up in the air and then pull out revolver, aim and shoot, saying "Bang" as trigger is pulled.
4. Gallop around and at signal from the teacher all stoop while still galloping and pick up a handkerchief and wave it in air until they get to seat.
5. Deep breathing.

MAIL MAN

(Goal Game.) Players in a circle. Each chooses the name of a post office, which may be that of any city. One player stands in the center and is the mail man. He asks each one in order what post office he represents, and they must answer. He then calls the names of two or three post offices and the players having those names must change places. If the mail man can get a place during the exchange the one left out must be the mail man. If the players do not change places promptly the mail man may count ten, and any player who has not then left his place forfeits it, and must change places with the mail man.

FETCH AND CARRY

(Relay.) Draw a circle eighteen inches in diameter in front of each row of seats close to the front wall. Give each pupil a bean bag. At the signal each front pupil runs forward, places his bag in the circle, and resumes his seat. His being seated is the signal for the next to do the same, and so on until all the bags are in the circle. The first to finish is given a score, providing every bag is in the circle.

Now the play is reversed. At the signal the last player goes and gets his bean bag and after he is seated he touches the one in front of him as a signal to go. In this way all the bags are brought back to the seats and the winner given a score. The play may be continued for a stated time and the score counted, or the first to gain a certain score may be the winner, by previous agreement.

THREE DEEP

(Tag Game.) Players form a circle, count off by twos and each member one step behind the player at his right.

This quickly gives a double circle, players facing center. Choose one for a chaser and another for a runner. The play is like partner tag. The runner may run around or between the players and may become safe by going in front of any group or two and remaining there, thus forming one group that is "three deep." The chaser can tag the rear one of any group that is three deep. The player who finds himself at the rear of a group of three should hasten to go in front of a group before the chaser can tag him. One who is tagged at once becomes chaser, and should tag the one who caught him if possible. Discourage long runs and encourage quick changes instead.

OVER AND UNDER RELAY

Like "Overhead Relay," except that two balls or other objects are passed the first overhead and the second between the feet. The first player counts ten between the passing of the first and second objects; the last player runs to head of line after receiving both. It can be played in the schoolroom by having alternate rows play at same time, so as to leave a free aisle for running.

DUCK ON THE ROCK

(Tag Game.) Draw a throwing line near the side of the playing space, drive a stake in the ground twenty feet from it, and draw a square twelve feet on a side so that the stake is in its center. If indoors, a basket ball or an Indian club is used instead of the stake. Each player has a bean bag.

The first player is to decide who shall be "It." Each player stands behind the throwing line and throws his bag toward the stake. When all are thrown, the one whose bag lies farthest from the stake is "It."

The one who is "It" places his bag on the stake and the others stand behind the throwing line and throw their bags, trying to dislodge this bag. Each player after throwing tries to regain his bag, but as soon as any one enters the square and touches his bag he may be tagged until he gets outside of the square. Unless tagged within the square a player may go back to the throwing line and throw again. If the bag belonging to the one who is "It" is knocked off the stake, he must replace it before he can tag anyone. When the one who is "It" tags another player, that one is "It" and must put his own bag on the stake before he can tag anyone. This gives all the players whose bags are in the square, including the one who was "It" before, time to get their bags and reach the free territory.

If two bags are thrown so that they lie touching each other, the owners may get them without being tagged.

If any player throws at the stake with either foot in front of the throwing line, he may be declared "It."

DODGE BALL

(Tag Game.) Players in two equal groups. One group forms a circle, other group within. Outside group has a volley or indoor baseball with which they try to hit the players within. As soon as one is hit he must join the circle and help hit the others. When all have been tagged in this way, groups change places and repeat. The two players who were last to be hit in the two games are captains to choose up for next time. Another kind of ball may be used and it may be rolled instead of thrown if desired.

SQUIRRELS IN TREES

(Goal Game.) Have three players stand so as to represent a hollow tree, facing center with hands on each other's shoulders; have a fourth player stoop within to represent a squirrel. Have the other players notice how this is done and then have them all form groups of four in same way. There must be one extra player who is a squirrel without a tree. When the teacher claps hands all the squirrels must change trees, and the homeless squirrel tries to get a tree. This leaves another squirrel out and the game is repeated. After a time have each squirrel choose one of the players of the trees to change places with him, so as to give all a chance to be squirrels.

LITTLE STORIES FOR ORAL AND WRITTEN LANGUAGE

Carrie R. Starkey, Milwaukee, Wis.

THE CAT BIRD SAVED THE PANSIES

The Cat Bird had her nest in the bushes in the corner of the garden. Sometimes she sent up such a shrill call that the Farmer said he had a notion to make her get out. The pansy bed was near the nest and one day the Cat Bird noticed that the Pansies seemed to be dying. "I must see what is the matter," said the Cat Bird. Flying to the Pansy bed he found that a family of wicked cut worms were getting their breakfast every morning by eating the tender young Pansies. "Ha, ha," said Mr. Cat Bird, "I'll fix you tomorrow morning. I'll be on hand and have breakfast when you do." The next morning when the family of cut worms came for their breakfast the Cat Bird was there and he ate the wicked worms before they could say "Jack Robinson." When more worms came he took them home to the babies in their nest. Then the Farmer was glad he had not made the Cat Bird go away.

ONLY WISE CATS CAN CLIMB

Fluffy was not a wise cat. She was just a foolish little kitten, and she was chasing Robin over the lawn. Robin always kept just out of reach, and when Fluffy came too close she flew on the low limb of a tree. Fluffy followed her and Robin flew higher. Fluffy thought that was lots of fun, and he climbed up after her. Higher and higher flew the Robin, and Fluffy kept following on. When they had reached the top of a tall elm tree Robin just flew away to another tree. Here Fluffy could not follow her and when he went to go down he nearly tumbled out of the tree. He seemed to be miles and miles above the earth, and he had no idea how to get down, you see. Fluffy was just a foolish young kitten and had never climbed a tree before.

He sat on the top branch and cried for his mother, but mother was away catching field mice and could not hear him. All day long Fluffy sat in that tree crying and crying. He could see the other kittens drinking their milk and he was nearly starved. It began to rain and his fur coat got all wet. The wind blew and shook the tree until he was afraid he would be blown from the branches, and still no one came to help him. Fluffy would have had to stay in the tree all night, but when Father came home he heard him crying, and, getting a tall stepladder, he climbed the tree and got Fluffy down.

THE SPIDER WAS MISTAKEN

The fat spider spun a beautiful web over the window pane that overlooked the lawn. "It is nice and sunny here and I will keep my home here all winter," said the fat spider. She spun her web of finest silk, but so strong neither wind nor rain could break it. When it was finished she called to all the flies and mosquitoes to come and see her winter home. When the flies and mosquitoes came she held them fast and tied their legs with the silken cords that were so strong and the flies and mosquitoes could not break them no matter how hard they kicked.

"Ah, ha," laughed the fat spider, "I have you safe, and next winter you will keep me from being hungry." Soon her web was full of flies and insects and the wicked, fat spider thought she was all ready for the winter. She sat in the sun all day and got so fat she could hardly crawl. Then, all at once, the family came home. The first thing the maid did was to sweep down the south windows that overlooked the lawn. Away flew all the flies and mosquitoes, buzzing with happiness.

And the fat spider? She crawled away to another corner, where she had all her work to do over again, and the flies and mosquitoes laughed at her.

WHY ALICE LIKED HER NEW PILLOW

When Gretchen, the Gray Goose died, Alice felt so badly that Mother sent her in the country to visit Aunt Belle. When she came home she found a nice new pillow on her little white bed. "Did you like your new pillow?" asked Mother when Alice came down to breakfast the first morning.

"Yes, Mother," said Alice, "The new pillow is very soft and pretty."

"I am glad you like it," said Mother, "for I have something to tell you about it. The little pillow is made from the nice soft feathers that were on the breast of Gretchen the old Gray Goose, and every night when you go to bed you can feel that Gretchen is doing something for you. I saved her wings

and every morning when you sweep up the hearth for mother, you can feel that your playmate is still with you."

Alice was not quite sure she liked to think of her old pet being made into a pillow. That night she dreamed that Gretchen, the old Gray Goose, came to her bedroom and woke her up. "You can have my feathers and my wings; I do not need them any more," said Gretchen. "You see, I have feathers of gold and wings of finest silk now. I swim about in lakes of silver; there are no naughty boys to throw stones at me and I am very happy." After that Alice liked her pillow more than ever.

BOBBIE CAN SWIM NOW

Bobbie went into the country to spend the summer with father and mother. There was a big, big lake right in front of Bobbie's house and father swam way out into the deep water every morning. Bobbie had a swimming suit, but mother told him he must not go into the water only when father was with him.

Bobbie was sure he could swim if he ever got into deep water—of course he could not swim so close to shore, neither could father. One morning after father had gone out into the lake Bobbie made up his mind he would see if he was not just as smart as father. He walked out to the end of the pier and, putting his arms in front of him, just as he had seen father do, he jumped. The water was deep, deep, deep and Bobbie went down, down, down. He was very much surprised, for father seemed to stay on top of the water, but Bobbie kept going down until he touched bottom. He was very much frightened, but he could not yell because his mouth was full of water. Mother did the yelling and father swam in and caught Bobbie just as he was going down the last time. After that Bobbie decided he would wait until father taught him how before he tried to swim again.

WHOSE PARTY WAS IT?

Said the Robin, "I intend to give a party, but I think I'll have just a family party. I have so many relatives here that if they all come that will be enough without asking any of our friends. I will have my party tomorrow afternoon under the red currant bush and no one shall be there but just the Robin family."

Now the Blue Jay was resting on a branch over head and heard what the Robin had to say. She did not like it because none of her family was to be invited to the party. "We'll see about that!" she cried and away she flew and invited all HER family to come to a party under the red currant bush the next afternoon.

The Robins came by the dozens with their red vests shining and their brown coats brushed smooth. They had no sooner reached the garden when along flew the Blue Jays, each in her best blue dress.

"This is my party," said the Robin, "and no Blue Jays are invited."

"I am sorry," said the Blue Jay haughtily, "but I am giving a party to my family today and the Robins are not wanted in the garden." Then there was a quarrel. All the Blue Jays began to fight all the Robins, and I fear there would have been some broken wings if the Cat Bird had not been on his nest close by and heard the quarrel.

She let them alone for a while until they really began to hurt each other, then she cried: "You foolish birds, what are you going to have to eat at your party?"

"Red currants," cried the Blue Jays and and the Robins at once.

"Can't you see there are no currants? The farmer's wife picked them all this morning." The Robins and the Blue Jays looked at the bushes, and sure enough, there were no currants left, so they all flew away.

GEOGRAPHY GAME

On pieces of cardboard write the names of all the states, on another set write the names of all the capitals, on another the largest city in each state. The state, with its capital and largest city makes a book and the pupil getting the most books wins the game. It may be played by distributing the cards among the pupils and they may call from each other in turn until all the cards are used, the teacher examining the books to see that they are correct. Or it may be played by reading off the state or capital or metropolis and have the pupils give the state or capital and largest city to which the one read belongs.

TEACHING BEGINNERS TO READ

G. W. Lewis, Author of Lewis Story Method of Teaching Reading and Spelling

One of the best authorities in America upon this subject is James L. Hughes, former Inspector of Schools, Toronto, Canada. He says: "The best reader is the man who can most rapidly, most comprehensively, and most definitely get thought from visible language."

If this be true—as we believe every teacher will grant—then it must follow that the best method of teaching reading will give the child that systematic training that will enable him most accurately, most comprehensively, and most rapidly to get the thought of an author thru the medium of the written or printed page.

Much has been said against teaching beginners to call words, for mere word-calling is not reading. But quite as much may be said in favor of teaching the child to call words, or in favor of developing his ability to recognize words, since the ability to recognize words without hesitation is absolutely essential to good reading. This ability having been developed, most other difficulties vanish.

If we could interpret a hieroglyphic inscription into articulate sounds representing words already familiar to our ears, we could read and understand the same. Before the child has become acquainted with the letters they are to him what the hieroglyphs are to us.

Upon entering school many children have such broad experiences and such a command of oral English that they are able to listen with pleasure and intelligence to stories read or told from first, second, third, fourth, and even fifth grade books. This vocabulary has been acquired thru the ear, and when made to appeal to the ear it is perfectly familiar to the child. When the teacher reads to the child, she simply interprets the sound values of the letters and expresses these in articulate words already familiar to the child thru his ears. She pronounces the words and thus interprets the strange visible language into the familiar audible language. If the child can be taught to recognize the sound values of all letters and combinations of letters, he can act as his own interpreter. In the printed or written language he will recognize the already familiar oral language and he will reconstruct the same either mentally or audibly and get the thought.

No method of teaching reading can be accepted as satisfactory unless it surely, systematically and rapidly develops the power of automatic word recognition.

Some teachers have attempted to develop this ability by means of a system of diacritical marks, such as are used in the dictionaries and school readers. All these systems are artificial. They require too much memory work and give too little return for the time and energy spent. These marks never occur in newspapers, magazines, or books, except in dictionaries, histories, and geographies, and even then they occur only as keys.

Some teachers seem to think the Object-Word Method is the only correct method, while others favor the Picture-Word Method, or the Action-Word Method, or the Word Method, and still others favor the Thought or Sentence Method.

The Object-Word Method, the Picture-Word Method, and the Action-Word Method have their advantages in the development of a new vocabulary, and when this is necessary they must form a part of any satisfactory method. But in teaching the beginner to read we should confine our efforts to those words with which he is already familiar. Hence the peculiar advantages offered by these methods apply to those who speak a foreign language or do not possess an oral English vocabulary.

The advocates of the Thought or Sentence Method say that since the child must eventually express his thoughts in complete sentences the Thought or Sentence Method is the only logical one. They say that the sentence is the smallest whole or unit with which the reading should be begun. They insist that the only correct way to gain a knowledge of words is to analyze the sentence, and the only correct way to gain a knowledge of letters or their sounds is to analyze the words into their sounds.

Those teachers who decry everything but the Sentence Method seem to forget the steps by which the child develops

his oral language. Few children ever learn to walk without first crawling. In the same way the child begins with inarticulate grunts, and gradually develops words, then phrases, and finally sentences.

The advocates of the Sentence Method argue that because the child recognizes the object horse, or the object house as a whole he should do the same with sentences. They forget that there is no analogy in these processes. The outline of a horse stands out in such strong contrast to the outline of a house that it is not necessary for the child to get an exact impression of any of the essential details of either to enable him to differentiate between these objects. But what must the child do who differentiates between the words horse and house?

The child should be taught to read complete sentences just as soon as he is ready to read. But the first sentences should involve no more details than the child is able to visualize or get a definite picture of, and before he is permitted to read by graded exercises the teacher should develop in him the ability to get a perfect image of words, phrases, and sentences, and she should develop in him the power of automatic word recognition. Then he will be ready to read, and he will take pleasure in doing his own reading.

Hughes says: "The best method of teaching word recognition is the one which most easily, most quickly, and most thoroughly makes the child acquainted with word sounds if at the same time it fulfills the fundamentally essential conditions of the self-activity of the child, problem finding and problem solving, by the child, the preservation and development of the child's interest, and repetition of the process by which words are recognized, and not the repetition of mere word forms to be memorized as word forms."

The method that most completely fulfills all these requirements is the **Lewis Story Method**. Not only does it surely, systematically, and rapidly develop the power of automatic word recognition, but it develops in the child the power and the habit of intense concentration, of close application, of careful observation and consecutive thinking. It enables him to grasp words, phrases and sentences so readily that he sees even larger units than the sentences. He learns to see the plot of the whole story.

It also develops in him a love for reading which is quite as important as the ability to read. It also solves all the problems of spelling. For, unless his vision is defective, the training which this method gives in visualizing enables the child to get such a perfect image of each eye word that he will seldom experience any difficulty in recalling the irregular vowel combinations found in the eye words; and, unless his hearing is defective, the thorough ear training given by this method will enable the child to catch every consonant sound and to associate it with its proper letter in the words which he hears, whether the words be phonic words or eye words; and in all phonic, by the recognition of the **open** and the **close** sounds he is enabled to determine whether there be present one vowel or two vowels, and to associate the proper vowel with the sound which he hears.

But this method does something else. It creates in the child a love for school and a respect for the rights of others, and a desire to help others.

The Lewis Story Method recognizes that "the child has a divine right to a life of joy; to an abundance of time for play, to the doing of the work of the school in ways in accord with his own stage of life, and to express his work in exercises of living interest."

Hence, during the first six or eight weeks, in the Lewis Story Method, every advantage is taken of the child's inherent love for story, song, and play, and thru these the child is taught to build six to eight hundred phonic words. While doing this he is kept happy, and the stories about the happy little fairies and the busy little dwarfs keep him constantly alert for the next story and the lesson taught by it, thus insuring the success and happiness of all concerned.

(For complete information about the Story Method, teachers and mothers should write the author, G. W. Lewis, 4559 Forrestville Avenue, Chicago, Ill.)

BIRD STUDY FOR SEPTEMBER

THE CROW

T. Gilbert Pearson in Audubon Leaflet

With the approach of winter, the country loses its charm for many persons. The green of the field and the riotous verdure of the woods are gone, and the brown expanses of dead grass and weeds are relieved only by the naked blackness of the forest trees. This, however, is a splendid time to go a-field to look for birds. If the wild life is less abundant now, even more sparse is the human life, and so you will have the country more to yourself.

IN WINTER

One of the birds very sure to be seen and heard in a walk



The Crow

is the Crow, for many of his race spurn the popular bird-movement southward in the autumn when the North begins to freeze. I like him best at this time of the year. There is no young corn for him to pull now, no birds' nests to pilfer, and no young chickens to steal. He has few places where he can hide, and his black shape looms sharp against the snow-clad hills. I see him sometimes in January as we come down the Hudson together—I in a Pullman and he on an ice-floe.

Now and then I see him strike into the water with his beak, or fly a short distance to a rock or exposed gravel-bar, where things that die and float in the river become stranded. Once I surprised him in the woods, where he had attacked an old, rotten pine stump. He had torn half of it to pieces and the fragments lay scattered on the snow. Perhaps he was seeking certain insects taking their long winter sleep, or he may have been after beetles. To fathom the mind of a Crow takes not only persistent effort but considerable imagination.

GREAT ROOSTS

At this season Crows are highly gregarious creatures; especially at night, when they sometimes collect by hundreds or thousands in some favorite grove. Some years ago there was such a roost near the town of Greensboro, N. C. It was resorted to for several years in succession, and was a source of no end of wonder to the people of the surrounding country. The roost occupied several acres in a grove of second-growth yellow pine trees. By 4 o'clock in the afternoon the birds would begin to arrive, and from then until dark thousands would come from all directions. Singly, by twos and threes, in companies of ten, twenty, or a hundred,

they would appear, flying high over the forest trees, driving straight across the country, pointing their line of flight as direct as only a crow can fly to their nightly rendezvous. Early in the morning they were astir, and if the day was bright it would not be long until all had departed, winging their way over the fields and woodlands to widely scattered feeding-grounds.

Often I watched them come and go, and one night walked beneath the sleeping hosts and shouted aloud to them; but they did not heed my presence, nor was I ever able to arrive at any reasonable explanation for their nightly assemblies. Surely they did not gather thus, as some writers have suggested, purely because of an impulse for sociability and for love of their kind, for I saw them quarreling among themselves on many occasions.

KILLING A COMRADE

Especially do I recall one evening when, as I watched them coming to roost, I became conscious of an unusual commotion among a flock of eight. One evidently was in great disfavor with the others, for, with angry and excited cawings, they were striking at him in a most unfriendly manner. The strength of the persecuted bird was all but spent when I first sighted them, and when, perhaps two minutes later, the fleeing one sustained a particularly vicious onslaught, it began to fall. It did not descend gradually, like a bird injured while on the wing, but plunged downward like a falling rock a hundred feet or more into the top of a large pine tree, and, bounding from limb to limb, struck the ground but a few yards from me. When I picked it up I found it to be quite dead.

When the pursuers saw their victim fall their caws abruptly ceased, as if the birds were shocked at what they had done; and, turning, they departed silently and swiftly, all in different directions. I wonder if they were executioners performing a duty for the good of the clan? Perhaps they were only thugs, sandbagging a quiet and respectable citizen on his way home!

Birds are particularly subject to disease in winter, and many perish from affections of the throat and lungs. Crows are attacked at times by a malady called roup, and hundreds of the bodies of those that have died from it may sometimes be found on the ground beneath a roost. Wild birds have no doctor, who can come at the first signs of an epidemic and vaccinate them against its ravages.

NESTS AND EGGS

Crows are among the earliest birds in spring to build their nests, and usually freshly laid eggs may be found during the first half of April. These eggs are bluish green, thickly marked with various shades of brown, so that they blend admirably with the canopy of green pine-needles among which the nest is so often placed. To climb to a Crow's nest is often quite an undertaking. Sometimes, it is true, the situation may be only thirty or forty feet from the ground, but I recall once climbing to a Crow's nest in Florida, which, by actual measurement with a cord, was ninety-one feet in the air. The nests are heavy, compact structures, made of sticks and twigs, and lined with grapevine-bark, grass, and sometimes with moss. The old birds are usually very quiet when in the immediate neighborhood of their nest, and frequently the only evidence one will have of the fact that they are near him is seeing a Crow fly swiftly and noiselessly away among the tree tops.

HIS FOES

For hundreds of years farmers have regarded the Crow as one of their most annoying enemies. This is chiefly because the Crows dearly love to pull up corn shortly after it has sprouted. They do this to get the grain of seed corn, which has become softened by contact with the soft earth. Then, too, as the grain begins to germinate, the starch it contains turns to sugar, and thus there is made a dainty tidbit which is quite to the liking of a hungry Crow. Very naturally, therefore, the farmer seeks to rid the neighborhood of these black-feathered visitors. Time and again he takes his gun and sallies forth; but no sooner does he enter the field where the birds are feeding than an old Crow, which has established himself as a sentinel on some tree or fence-stake, gives a warning "caw" that all of his friends understand, and in a moment the entire flock takes flight to the nearest woods, where they calmly await the departure of their disturber.

SMARTNESS

Now and then the farmer or his boy, by hiding among the trees or along a fence, succeeds in shooting a Crow. When this is accomplished, the bird's body is often tied to a pole, which is then set up in the field as a warning to the bird's fellows of the fate that awaits them if they persist in returning. A chorus of jeering "caws" is often the only answer the farmer gets for his trouble, for let no one ever forget that the Crow is about the smartest bird of which we have any knowledge. If he were not a bird of most unusual wisdom, his race would long since have passed away. Think of the hundreds of thousands of farmers who, thru the centuries, have tried every possible means of destroying these birds! No law in any state protects them, and many times bounties have been paid for their heads, thus offering a special inducement to men to kill them. Guns, traps, poison, and destruction of their nests have all alike been in vain, for the Crows live on in apparently undiminished numbers.

INSECT FOOD

As a matter of fact, the Crow is not altogether a bad bird, and if he were understood better I have little doubt that he would have far more friends than foes. He eats a great many harmful insects, and in this way makes amends for his sins in the cornfields. May-beetles, June-bugs and other insects of a similar character are eaten by Crows in great numbers during the spring and early summer. Some observers state that baby Crows are fed to a very large extent on this kind of diet. Crows like grasshoppers, especially in the spring, and annually consume large quantities of them. They eat also, among other objects, such queer foods as frogs, toads, and young turtles, and even small snakes find favor in their eyes. The wild fruit they take is mostly such as that of the dogwood and the sour gum. Sumac-berries of different kinds are eaten. In fact, the Crow will sample almost anything that looks as if it might be good to consume, such as frozen apples, pumpkins, turnips, potatoes, or any other fruit or vegetable that may be discarded and left

to lie in the orchard or field. In cold, snowy weather, food sometimes becomes very scarce. On such occasions Crows will feast on any dead animal to be found, such as a horse or a cat. They sometimes go down to the shore and hunt for clams, crayfish, and the bodies of dead fish that have washed ashore. This practice, however, may more often be observed in the Fish Crow, a bird slightly smaller than our common Crow, and found chiefly along the sea coast, and about the larger lakes and water courses.

The Crow in its various forms, has a wide distribution thruout North America; and there is hardly a boy or girl who does not know its cry, or who is not familiar with the sight of the big, black fellow flying over the fields or resting for a moment on the top of a tree by the roadside. It is undoubtedly the most common and most generally known bird in the United States.

DISTRIBUTION

Its range in summer covers the whole continent northward to Newfoundland and Central Quebec in the East, and southern Mackenzie in the Northwest; and it remains in winter thruout the whole United States and southern Ontario.

A few days ago, I asked a man who is familiar, as a very large owner of stock, with the conditions of the steel and iron industry what are now the standard salaries of men in important posts. He replied that hundreds of men are now drawing in the steel industry from twenty to fifty thousand dollars a year salaries but reminded me that these represent no more than the ten and twenty-five thousand dollar salaries of a few years ago. When the steel trade pays such salaries, when industrial chemists are getting from four to twenty thousand dollars a year, when salesmen talk of making ten and twenty thousand dollars a year on the road as a matter of course, how can education keep even moderately intelligent men in school and college on the salaries that prevail in Ohio? —W. E. Chancellor.

DRAWING FOR SEPTEMBER

Miss Essie Love Jones, Teacher of Drawing, Los Angeles, California

(See illustrations on following pages.)

Since everyone has spent more time out doors, and in the country, during the vacation period, it seems that this might be a good time for some landscape study. The accompanying small landscapes are from photographic studies made during my vacation. Either use these pictures, or trace or hectorograph enough so that each child may have one. Using nine inch by twelve inch paper, measure the "frame lines," either two or three times the dimensions of the small pictures. If the same proportions are kept in mind while copying the drawing, it is almost certain to fill the space satisfactorily when completed. Be sure to insist on light, sketchy, pencil

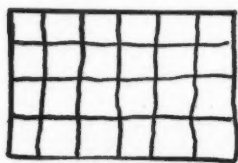
Some general rules for dark and light placing are: Have a large spot and one or more small spots of each value. Have as much variety in the size and shapes of the different spots as possible. In a word, arrange the dark and light spots so as to form a pleasing pattern together.

I generally begin landscape work after this fashion:

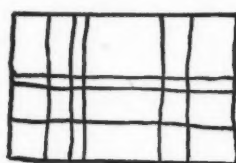
"Children, I am going to draw two pictures on the board for you. We shall play-pretend that they are pieces of gingham, and that we may choose one or the other patterns for a new dress—or maybe a new shirt! How many of you would prefer this plaid? How many this one (Fig. 1)? I wonder why most of you like this one (Fig. 2) better? (Let the children give their reasons.) Perhaps you do not quite know why, so I shall tell you! Do you ever grow tired of having mush every morning for breakfast, or doing the same thing over and over again the same way, or seeing the same thing all the time? We simply do not care so much for, are not so much interested in, the things that are always the same—they are monotonous. That is why we do not care so much for the checker-board effect—all the spaces are exactly the same. The real reason that we prefer the other is simply that it is more interesting—because there is variety, different kinds of shapes and spaces.

"Now I am going to do something else to these pictures. Which of these landscapes do you prefer? Can you tell me why? Now in copying these landscapes we are going to be very careful to see that our horizon line cuts the picture in two irregular, unequal parts, that our trees are not exactly in the middle, or equally distant from each other, that our openings between the branches are of different sizes and shapes, that we have just as many different kinds of shapes and spaces as possible—all of which means that our picture will be more interesting, or we may be very grown-up and say that it is better picture design."

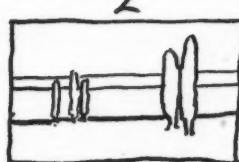
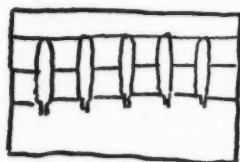
The little girl may be hectorographed on nine inch by twelve inch paper for the smaller children to color. Don't you think it would be fun to make a Robert Louis Stevenson booklet this year, and memorize the verses as we do it?



1



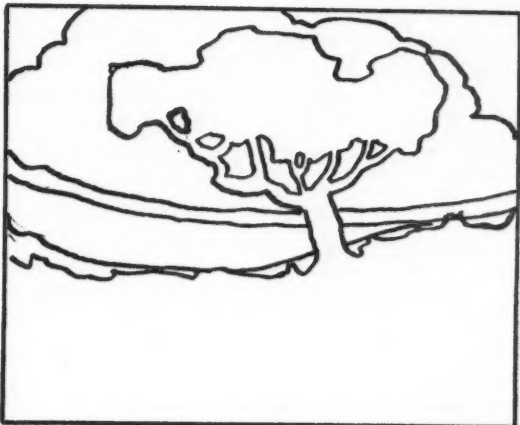
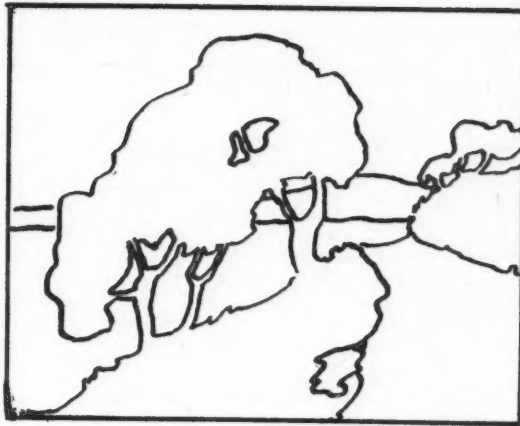
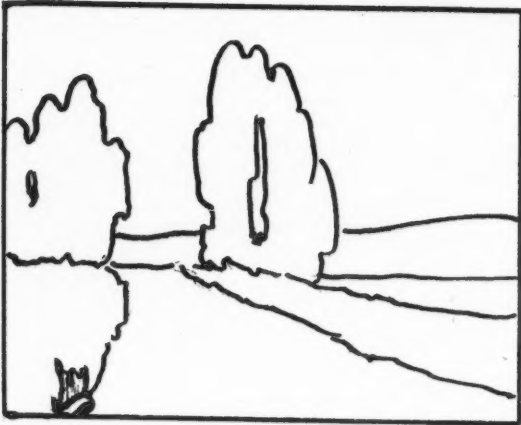
2



lines, and no erasing! Finish the pictures in dark and light, adding a flat wash of bright color to sky, trees, or ground, to add interest. Two dark and light arrangements are suggested on the accompanying page. It would be well for each child to try two or three different arrangements of dark and light in his picture, in order to decide which would be the most pleasing.



The world is so full of a number of things,
I'm sure we should all be as happy as kings.



Jones

The Catholic School Journal

AN UNUSUAL SCHOOL

H. H. Chamberlin, Member of the Board of Directors of the National Security League

(Last December the National Security League, in co-operation with the local school authorities, secured the establishment, at the Oliver School, Lawrence, Mass., of an Experimental School in citizenship teaching. The underlying idea, as formulated by Dr. R. M. McElroy, the League's Educational Director, was to try out, thru educational experiment on laboratory principles, various methods in the teaching of civics and citizenship in elementary schools, in order to obtain a standard plan for circulation thruout the schools of the country. The following is an account by Mr. H. H. Chamberlin, of Worcester, Mass., of a recent visit by him to the Oliver Experimental School.)

I found a school conducted apparently by the pupils themselves. The school, as a whole, is run by the heads of a number of committees whose members are chosen by ballot of the pupils themselves. First, there is a Transportation Committee, which sees that discipline is maintained. The members of this Committee marshal the students when they depart from the building or go from room to room, and they report any infraction of rules to the Principal. The second committee is the Housekeepers' Committee. This is composed of a number of little girls who make it their business to see that the desks are kept in order, the black-boards clean, that no rubbish or refuse is left in the building. The third committee is the Entertainment Committee. This is composed of pupils who select students who show dramatic instinct for various entertainments which are given from time to time. Fourth comes the Oliver Patriotic League, whose youthful president is also editor of the school paper.

In general, my impressions can be grouped under three heads: First, the extreme good order that prevailed thruout the school. I asked the teachers about this, and they said that there was never anything else. They said that the children did not think about order, but thought about their lessons, and that most of the discipline came from the children themselves. Secondly, I was impressed by the interest which the children took in their recitations. I have never been to a recitation before where I did not feel somewhat relieved when it was over. I remember in my own school days the sigh of relief that used to go over the class when any particular portion of the daily grind was finished. In this school, every recitation that I saw had to be cut short by the teachers, in the midst of a discussion of the pupils. The pupils, if they had been let alone, would have kept on for some time after the prescribed hour. Thirdly, I was impressed by the patriotism that all the pupils showed. They realized pretty thoroly what was being done for them, and they were co-operating as far as they were able. In very few cases did any of them sympathize with any of the un-American doctrines which are being preached to their fathers and mothers. One little boy told me that he had been working on a milk route for four years, and had saved \$150 which was now in the bank, and that his father was out of work, and his savings were being used to keep the family, and he wanted his father back at work again as soon as he could get there. A little girl told me that she was absent one day from school because her mother was a strike picket, and she had to tend the children, and she told her mother after that that she "had better stay home and mind the children, and let her go to school, that she did not want to manage the house again."

To show the spirit of the children, a number of them were asked to tell me about the attempted interference of the strikers with the school attendance in Lawrence. The strikers had announced that during the strike they intended to give the children a holiday from the schools. At the Oliver School the pupils attended in mass. There were only two out of 1,400 absent on account of the strike. They not only attended in mass, but they talked with other children in other schools and got them to attend. Our little Italian boy gave me this account of his morning's experience. "I started out for school," he said, "and found some men on the street, and they wanted to take my books away and I would not let them. Then they told me to go to home. 'Is that all you want,' said I. 'Why sure,' said the men. I started toward my home, and I turned a street corner, and then I got over a fence and went over another street and came to school." "I was met," said a little girl, "by the strikers as I was coming to school. They told me to go home, and I told them to mind their own business, and they did not interfere with me any more, probably because I was a kid." "I started out," said another little boy, "and found a crowd of men on the street, and they told me to go back home. My house was

in sight so I had to go back to it. My father was on strike. I disagree with him, but I cannot argue with him because he is a poor arguer. So I went into the house and waited until he went into a front room, then I ran down the hall, and got out of the back door and came to school. I got their eight minutes late, but I got there just the same." (Of course the children considered only their right to attend school, and resented any interference with this right. They looked upon the strikers without regard to their cause just as they would upon anyone who should interfere with their school duties.—Editor School Century.)

In the Seventh grade room, the children were having a lesson in English composition. The recitation was presided over by a little girl who sat at a corner desk. She called up one pupil after another, and each faced his audience and recited his composition. When the pupil got thru, other pupils claimed the floor for criticism, sometimes ten or fifteen at a time. Any mistakes in grammar, any awkward phraseology, any defect in massing the composition, were pounced upon by these youthful critics. They were also very frank in praising what they considered the merits of the composition. They discussed at length the meaning of a number of words. One little boy stated that something had shocked him to "the limit of his capacity." The youthful critic made him justify that phrase word for word, and discussed it in all its bearings. The little boy defended the phrase, and at last came out on top.

The school paper consists of compositions written by the pupils. The handwriting was invariably excellent except that of the Editor-in-Chief. His writing, I was told, was almost illegible, so a little girl, whose father has a store, takes his editorials home, and writes them out on her father's typewriter. He had an editorial on the strike which lambasted the strikers and the Bolsheviks in a manner which would have done good to the heart of the American business man. He had an editorial on Liberty Bonds which was so well written that I thought it had been copied from some newspaper or government report. I was surprised to learn that it was entirely an original composition.

At the end of a discussion of naturalization in one of the rooms, a wee bit of a girl in the back got up and told the Chairman that two days before she had made her elder brother take out naturalization papers. She also stated that she would live with her brother for two years, and that she would "make his life miserable" until he learned enough English to qualify himself for his second papers. The children vigorously applauded. Immediately a little boy in the front arose and put the motion that the children should make it their business to see that their fathers, brothers, friends and relatives should become citizens of the United States as soon as possible. This motion was seconded and carried unanimously.

That seemed to me to be the spirit of all the children in the school. They are looking after their own welfare and that of their parents, and keeping each other in order in a truly American manner. Independence, self-reliance and self-respect were the characteristics of almost every child I saw. This is the result of an experiment which has been in operation only since last December. It is making a good American out of every child in the school.

Vocational education has experienced a decided falling off since the war began and peace times do not seem to revive such interest in vocational work as one would expect. Young people seem to be too busy making money or their parents are too prosperous to turn to special training. In Cincinnati, the high schools all show marked losses in vocational courses the past year. Industrial Arts fell from 837 in 1918 to 709 in 1919; Household Arts from 145 to 139; Manual Training from 147 to 106; Commercial Training from 754 to 626.—Ohio Teacher.

SQUIRREL AND NUT

(Tag Game.) Players all seated but one, head on desk and eyes covered, one hand open on desk with palm up. The odd player is a squirrel and passes up and down between the rows and puts a nut in some player's hand. This one rises and chases the squirrel. If the squirrel is caught before he can reach his own seat the one who caught him becomes squirrel; if the squirrel is not caught he can be squirrel again.



A Story Method Class Taught by Miss Helena Pearson of Whitman, Mass.

Although school was closed six weeks because of sickness, this class during the first year read 23 standard first, second and third year books. This enviable record is typical of Story Method results. Miss Pearson has used this method four years. Three years ago she wrote: "I have never had such splendid results in Phonic work or such fine readers as I have had this year. In previous years the children lacked independence. Now I am seldom called upon for help. They have read twenty books this year, and their power of mastering new words is considered wonderful by those who have heard them read."

"TELL ME A STORY"

THIS is the natural plea of every child that has ever enjoyed the delight of listening to a charming story. When my niece, a tiny tot of three with golden locks and eyes of deepest blue, climbs upon my lap and cuddles down and wistfully pleads "Tell me a story," and when her little sister with raven locks and soft brown eyes climbs up beside her and repeats the teasing plea, I know that they are speaking the desire of children all over the world. They are giving expression to one of the most deeply implanted desires in the human race. They are repeating the plea that has come so often from the lips and eyes of my own children. They are repeating the plea that has come from your children, and from every child whose mother or teacher has ever told it a charming story. Hence, all great teachers have taught through story.

One of the greatest assets that any successful primary teacher can possess is the ability to tell a story in

such a manner as to delight her hearers. So valuable is this ability to tell a delightful story that in many cities the schools employ teachers who devote their entire time to story telling.

Every child that has heard one fascinating story wants to hear another. Every mother who has told such a story to her children, and every teacher who has charmed her children with a story must recall the oft repeated request, "Tell us a story." Then, as each story has been finished, who can forget the persistent "Tell us another story?"

Can any mother or any teacher have the heart to ignore such a plea? Can she afford to deny it at any cost? By heeding it she can mold the character of her children as the potter molds his clay. Not only can she inspire them with the desire to read these and other stories for themselves, but as thousands of teachers and mothers have done, she can procure a series of charming stories which, when told, as

if by magic, will give her children the key that will open up to them all the treasures of story land; a key that will enable them with ease and pleasure to recognize in the written and printed language every thing that is already familiar to them through oral language; and that will make them independent readers and spellers in the shortest possible time.

These stories form the basis of the **THE LEWIS STORY METHOD OF TEACHING READING AND SPELLING**, with which marvelous results have been achieved.

Classes of ordinary first grade pupils, during their first year, have read eight primers, eight first, seven second and two third readers, or more than 3,400 pages.

Thousands of primary teachers and educators in prominent positions recommend the Story Method in the highest terms.

Here are a few brief quotations from some of these:—

ROSINA R. MERRITT, Supervisor of Practice, State Normal School, Oshkosh, Wis.

"The best results I have ever seen in primary reading and spelling were secured by following this method. I heartily recommend it as the most scientific and interesting method I know."

STATE SUPT. M. P. SHAWKEY, of West Virginia.

"I am convinced that your method has great merit in it. It is founded on natural laws, and is bound to produce good results."

M. SCHWALMEYER, Florida State College for Women, Office of The President, Tallahassee, Fla.

"Your Manual is wonderful. I think the book the most concise and yet complete compendium of reading that I have seen, for all classes, irrespective of grades."

MAUD L. DUNCAN, Mitchell, S. Dak.

"I have never seen a method that I enjoy teaching as I do this. There is an inspiration in each lesson and the children dearly love the five little fairies and the dwarfs."

LILLIAN CHANEY, Winston-Salem, N. C.

"The 'learning to read' process, as you unfold it, is so simple and attractive that every child responds with delight and enthusiasm; and the early and easily acquired independence of the pupils will recommend your method to every primary teacher."

A. M. LEYDEN, Pastor St. Francis Church, Columbus, O.

"Dear Mr. Lewis: The Sister who teaches the first grade in St. Francis School has found your 'Story Method' most helpful in teaching the little ones to read, especially the children of foreigners."

SISTERS OF THE HOLY CROSS, St. Joseph's School, Pocatello, Idaho.

"I am very much pleased with it. It is the most practical and thorough method I have yet seen. I shall take pleasure in recommending the Method to other teachers."

"Sincerely yours, Sister M. Pacifica."

MRS. S. J. WILLIAMS (nee Ruth O. Dyer), Formerly Supervisor of Training School, State Normal, Conway, Ark.

"As a teacher who has done primary work for thirteen years, I consider the results gained from the teaching of this method nothing short of marvelous. I wish every primary teacher in the country could have a set of the books and could be persuaded to try them in her class. This wish is voiced for the sake of the teacher as well as for the sake of the many children who must learn to read."

ST. JOSEPH'S CONVENT, Lochinvar, N. S. Wales, Australia.

"Gentlemen: Reverend Mother desires me to order outfits for fourteen of our schools."

"In sending this large order I need not assure you that all the Sisters here are delighted with your Story Method."

"Yours sincerely, Sister Mary Hyacinth, for Rev. Mother"

WRITE FOR OUR SPECIAL 30 DAY OFFER. READ "TEACHING BEGINNERS TO READ," ON PAGE 21 OF THIS MAGAZINE
G. W. LEWIS PUBLISHING COMPANY 4559 Forrestville Avenue CHICAGO

STORIES FOR KINDERGARTEN AND PRIMARY GRADES

Carrie S. Newman

THE STORY OF THE LOAF

Mary was standing by the kitchen table watching her mother deftly knead bread. "May I make a loaf all by myself some day?" she asked.

"Do you think you could make a loaf of bread all by yourself, Darling?" was mother's reply.

"Why, yes, Mother! said Mary. "I've watched you so often, I know just how to do it, and I'm nearly 9 years old, you know."

"Very well, Daughter, some day you shall try to make a loaf all by yourself."

A few weeks later a letter from Grandma called Mother away from home for a day or two and Mary became a proud housekeeper. "Now," said she to herself, as she hung up the tea-towel after wiping the cups, "I'll make a loaf of bread and surprise Father."

But when she went to scoop some flour out of the flour barrel, she found it completely empty. There was nothing to do but to go to the grocer's.

"Good evening, Mr. Smith. Did Mother order flour?" Mary inquired as the grocer turned to wait on her.

"I'm very sorry," replied the grocer, "but I am just out of flour. I won't have any until the miller sends it."

Mary looked quite crestfallen as she walked up the street. She did so want to make a loaf of bread. But presently a light sprang into her eyes and she quickened her steps, saying, "I'll go to the miller and get some flour from him."

She knew exactly where the tall mill stood on the outskirts of the village, for she had often watched the dusty millers throwing the bags of flour into the big drays, or loitered to listen to the noisy machinery inside. But today the wheels were still and the usually busy miller stood with arms folded in the big doorway. "Good evening, Mr. Miller," said Mary. "I've come to see if you will sell me a little flour. The grocer has none and I want to make a loaf of bread."

"I'm very sorry," said the miller, gazing into the eager little face, "I have no flour, and I can't make any until the farmer brings me some wheat to grind."

After thinking the matter over for a few seconds Mary

looked up brightly and asked, "If I get some wheat from the farmer and bring it to you, will you grind it into flour for me?"

"Indeed I will," said the miller.

But the farmer had to refuse her also. "It's too bad," he said, "I have no wheat ready to be ground." And, pointing to a field near by, he added, "That wheat will be ready in a few days, but it must drink in more sunshine and rain before it will be ripe enough to cut and thresh ready for the miller."

Mary turned toward home, a very disappointed little girl. "What a lot of people have to work together, and how long it takes to make a loaf of bread!" she thought.

As she was passing the miller's cottage, which stood in a pretty garden just opposite the mill, to her surprise the miller's wife appeared at the door and called out, "Are you the little girl who came to the mill to buy some flour?"

"Yes," said Mary, "I wanted some to make a loaf of bread to surprise my father."

"Well," said the kind woman, "I have a little flour left in my barrel and will give you enough to make a loaf."

"Oh, thank you!" cried Mary. "I'll return it when we get ours." And her feet fairly danced along the road as she carried home the coveted package.

At luncheon next day when Father helped himself to a slice of fresh bread and exclaimed, "Fresh bread and Mother away! Where did it come from?" Mary's face was a picture. "Guess, Father," she said. After mentioning several of the neighbors, "Surely you didn't make it!" he cried.

"Yes, I did," replied a joyous little voice.

"All by yourself?" questioned Father.

"No-o" said Mary. "I used to think I could do it all alone, but now I know I can't. The grocer and miller and the farmer, and oh, so many people, as well as the sunshine and the rain and the wind, have to help."

"Yes," agreed Father, "and God also, who is the greatest helper and giver of all."

A happy light radiated Mary's little face as she thought of all she had to tell Mother about making bread, when she came back from Grandma's. She did hope that would be soon!

THINGS FOR PUPILS TO MAKE

Mary Eleanor Kramer, Agricultural Extension, Department, International Harvester Company, Chicago

MAKING A BOOK RACK

(NOTE: This is one of the many interesting projects as presented in the second year, or "Making Things," of Prof. P. G. Holden's rotation plan for the vitalization of the teaching of agriculture in rural schools. Other lessons will follow.)

A rack on the teacher's desk for the books so often used each day would save time, besides being a great convenience. "A place for everything and everything in its place" is a good old maxim.

The book rack should be made of lumber which is free from knots, and of wood that will take polish, as oak or maple; altho redwood, cypress or soft pine will do.

Planing will be necessary to smooth the surface. Sandpaper of different grades, Nos. 0 and 00, and stain, filler and shellac, according to the kind of finish made, will be used in polishing the wood. (Lesson 17.)

Reading the Working Drawing. The working drawing shows the following:

Fig. 1 is a drawing, showing the completed book rack.

Fig. 2 is a view of the top, showing that the rack is 15 in. long; that the leaves which serve as the ends of the rack are 4 in. by 5 1/4 in.; that the frame in which the leaves are fastened is provided with two cleats which serve as a base, projecting 1/2 in. on either side beyond the frame; that each

one of the leaves is fastened with two screws which serve as hinges; that the screws pass thru the end of the frame which is 3/4 in. wide, and that each screw is 3/4 in. from the end of the frame.

Fig. 3 is a side view of the rack. We observe here that the rack is made of 1/2 in. lumber; that the small cleats which serve as a part of the base are each 3/4 in. wide and 1/2 in. thick.

Fig. 4 is an end view, showing that the cleats are fastened to the base with screws which are counter sunk in the wood in order to accommodate smaller cushions, as shown in Fig. 7. Fig. 7—a and b are detail drawings.

A, a rubber pad or cushion to be used as shown in Fig. 4; and b, a rubber head screw or rubber head brads or "glides" used as a cushion for the bottom of the rack.

The working drawing gives the following information: **Finished Material.**

1. Frame or base is 1/2 in. thick, 5 1/2 in. wide and 15 in. long.

2. Cleats are 1/2 in. thick, 3/4 in. wide and 6 1/2 in. long.

Lumber Required.

1 piece 1 in. by 6 in. by 18 in. (dressed on both sides).

1 piece 1 in. by 3/4 in. by 14 in.

Hardware.

4 screws 1 3/4 in long (No. 10 round heads. See Fig. 8).

2 screws 1 3/4 in. long (Flat heads).

4 screws $\frac{3}{4}$ in. long (Flat heads).

4 cushions either a or b, as shown in Fig. 7.

Tools.

Saw, try-square, ruler, gimlet, screw driver, pencil.

Finishing Material.

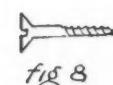
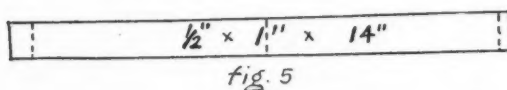
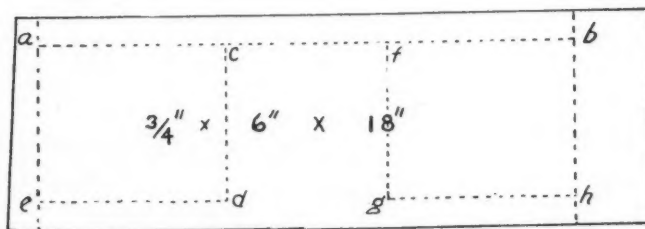
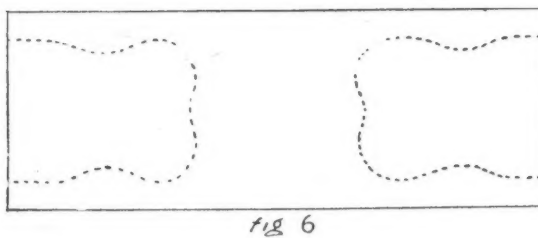
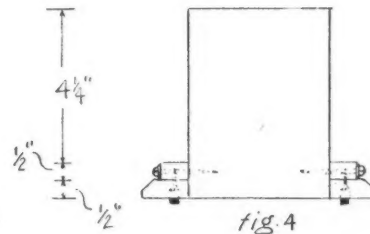
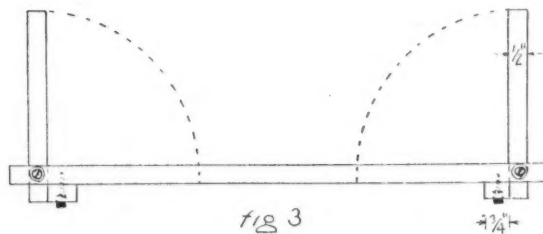
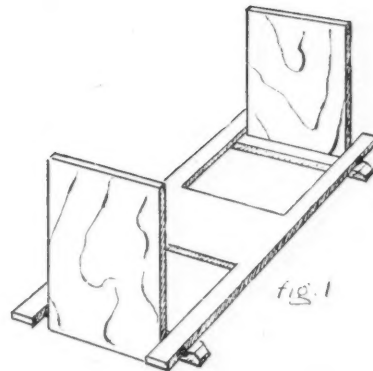
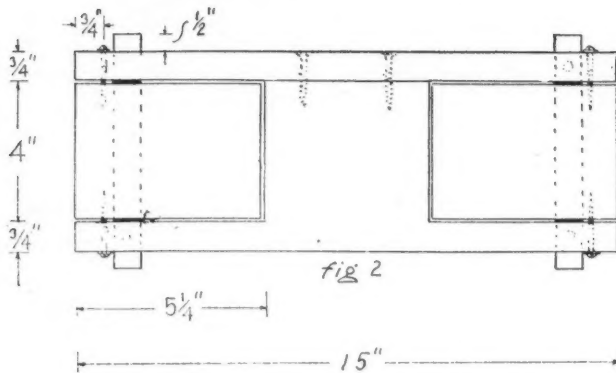
Shellac, filler, oil, glue and sand paper, Nos. 1-0 and 00.

THE BOOK RACK—LAYING OFF AND CUTTING PARTS

1. Lay off the board as shown in Fig. 5.

2. True the ends and bore the gimlet holes for the screw hinges as indicated in Fig. 2. Nails are often used for boring small holes. Flatten the head of the nail, place it in

WORKING DRAWING FOR A BOOK RACK



the brace and tighten the clamp. Use the nail in boring in the same way that you use a regular bit.

3. Bore holes for the two screws on the side (See Fig. 2).

4. Next saw from a to b; the strip sawed off the side on the line from a to b will be put back in place and fastened with screws (See Fig. 2). Cut out the end piece, c, d and e. The best way to do this is to saw from e to d and then from c to d.

5. Repeat the process with f, g and h. The two pieces

sawed out of the base of the book rack will be used for the leaves or the ends, as shown in Fig. 1.

Putting Parts Together.

1. Fasten $\frac{3}{4}$ in. strip on the side of the base of rack with two screws (See Fig. 2).
2. Fasten the cleats on the under side of the base with small screws, as shown in Figs. 2 and 3.
3. Place the ends in position as in Fig. 3 and put in the screws, and the rack is complete.

POEMS FOR TINY TOTS

Mrs. Marion Mitchell Walker

BABY GOES TO TOWN

Tie the blue bonnet bow 'neath the wee chin
Dimples and gurgles of laughter go in;
Daddy is watching—wave "bye-bye" to him—
Baby is going to town.

Tired little eyelids are drooping so low!
Laughter and dimples—why, where did they go?
Daddy will lift her out gently—just so—
Baby has come home from town.

BUBBLES

I like to take a pipe and blow
Soap bubbles in the air.
They float away like fairy worlds,
So dainty and so fair.

And as they float away, I see
Green grass, and sky so blue,
All pictured in them, and the world
Is of a rainbow hue.

TULIPS

Each evening tulips close their eyes
When dew begins to fall;
I wonder if they really sleep,
They stand so straight and tall.

I couldn't rest if I stood up,
A soft white bed holds me;
But all day long I run, and run,
While tulips rest, you see.

THE CRICKET

Out in the thicket he's calling to me,
Dear little cricket, as black as can be.
Shining all over, and cheerful always,
Calling to me thru the long sunny days.
Some say the music is all from his wings,—
They scrape on his legs, oh, such foolish things!
I know if I'd look with the greatest of care,
Under his wings,—there's a hand-organ there!

THE CUCKOO CLOCK

In Grandmother's house there's a queer little clock
A little old brown one of wood;

CHILDREN'S HYMN TO THE FLAG

Dear Flag, on thee we fix our hope
That earth may yet be free,
Give little children equal scope
And opportunity!

Where'er thy colors are unfurled
Between the farthest pole,
Give all the children of the world
Strong bodies and strong souls.

It's up on a shelf that I never can reach,
But, oh, how I wish that I could!
For out comes a bird with a cheerful "Cuckoo."
A cheery bright greeting, a happy "Cuckoo!"
And once for each hour he will call out to you.
"Cuckoo! O Cuckoo! Cuckoo!"

I'm waiting and waiting until the time comes
When I can get up there and see
What that little bird does thru all the long hours
When he's silent, and hiding from me.

MR. FROG

Mr. Frog is the king of the Lily Pond,
And he says "Ker-chong! Ker-chong!"
To me it sounds so harsh and loud,
Yet most folks call it a song.

And if I had a voice like that,—
Now please don't think me bold,—
If I sang "Chong! Ker-chong! Ker-chong!"
You'd say I had a cold!

JUST FOR FUN

Sometimes I am so naughty,
I run away, and run
So far that Mother thinks I'm lost,—
I do it just for fun.

She's glad, too, when she finds me,
And holds me up so close,
She kisses me, then cries again—
She's so afraid I'm lost.
But then I always tell her,
Each time after I run,
"I didn't mean to scare you,—
I did it just for fun."

A mother surely has her woes,
'Tis very true, we know,
A child is such a tender care,
But then we love them so.

We watch our dollies as they sleep,
And dream of what they'll be
When they are grown up like we are,—
When they are as wise as we.

Let no child toil in mill or mine
Or languish in a slum!
Let school and play and health divine
Our heritage become!

Dear Flag, we long to serve thee well,
Oh! shield us while we grow,
In strength and wisdom we would dwell,
Teach us the way to go!

—Mrs. Frederick Peterson.

TEACHING PICTURE APPRECIATION

Mrs. Annie Ninman Smith, Peoria, Illinois

To me art is the very epitome of all that is harmonious. It serves as a social instrument and attunes all attributes that make for the social end of enjoyment, such attributes as truth, inspiration and appreciation. To appreciate art is to be moved by concord of sound, harmony of color or symmetry of wholes and to bring to the world an expression of beauty.

For the child, art is expression and should be made to live in his own life. I believe in children and in the growth of the child in all that is beautiful and I turn to the study of the harmonious, that is to be found in the pictured ideals of our master artists for that interpretation of thought, of action and of beauty that makes for expression.

CHOOSING THE PICTURE

To outline a course in picture appreciation for children of the elementary grades, is to give consideration to the senses, emotions, imagination, and intellect of the child. A picture truth must make its appeal, thru an awakening into consciousness of the child, of feeling, of thought, and of action. A painting for study should be chosen with reference to its expressed ideals of thought, form and color, in accord with nature's gifts, child activities, home environment and schoolroom studies. A child's enjoyment of the beauty of art is limited by his power to know, to feel and to appreciate beauty, that beauty which for him has been translated into picture speech and into experience of his own.



Mounted Picture for Study

Illustrating how the picture of "The Gleaners" should be mounted on mounting board for exhibition before the class in picture study exercise, and for wall decoration. Regardless of the size of the picture, the same style, harmony of tints, and proportion of margins should be followed.

MOUNTED PICTURE FOR STUDY

The presentation of the picture to be studied by children involves not only the appreciation by the leader of the subject itself, but calls for a thoughtful placing of the painting before the class. Forethought is required pertinent to the mounting of the picture and its position against the wall space.

To place a printed copy of the painting which is to be studied harmoniously on its mount is one form of presentation. The print unframed should be shut in from all surrounding elements by its mount, which serves as a silencer, keeping the eye of the observer in a quiet way on the message the artist has wished to convey in the painting. The mounting board which relates to the picture it holds in its color harmony and in balanced proportion tends to enhance the beauty of the print. The color of the mount should echo that tone value which is most dominant in the printed picture. A study that is represented in low value should be placed against a dark mat. A print, with its keynote of light tones, calls for a mounting card of the same value as the middle tones of the reproduction. Too much attention should not be directed to the mount, and to avoid this, the relative size as well as appearance of background card should be considered. A picture thought made up of strong darks and portraying much action requires a wide dark mat to hold in the strength and action expressed in print. A quiet, restful note found in a reproduction should not be lost within the limit of its mount, a border line drawn around the picture has the tendency to strengthen the picture space and to keep the eye within its bounds.

HOW TO PRESENT THE PICTURE FOR STUDY

To present a mounted picture to a child for contemplation should be the next consideration. A picture which is of interest to children should be hung low in space within easy eye reach of every child. Beauty and the expressed thought or action to be found in a painting attracts and it is to call attentive interest to the mounted print that it should be isolated from all other elements in the school room. A one-toned background, such as a strip of burlap, or a large sheet of toned paper will serve as a harmonious setting to the print. The mounted reproduction against its background becomes an eye rest that gives pleasure to all who observe.

Children become acquainted with their friends thru association. To place a well chosen picture before the child, its subject within the power of the child to comprehend is to give to him the open gate of appreciation of valued friends. Pictures to be studied should have their place on the wall; and the name of the artist and the name of the picture should have their place on the blackboard, to be seen by all during the period of picture study.

PUPPET PLAYS FOR SCHOOL PROGRAMS

Laura Rountree Smith

Puppet Plays are of very ancient origin.

Bible characters were used in these plays in England in the sixteenth century, and many years ago myths were enacted in this manner in Greece and Rome.

In Egyptian tombs, figures with movable limbs have been found, and plays of similar character are given today in India and China.

Puppet Plays encourage a healthy feeling for comedy and were mentioned by many of our great writers in early days.

Pope said:

"As the pipes of some carved organ move,
The gilded puppets dance."

Swift wrote:

"Observe the audience as in pain,
While Punch is hid behind the scene,
But when they hear his rusty voice,
With what impatience they rejoice."

Goethe, Addison and Johnson spoke often of Puppet Plays. Puppet Shows given by Le Sage at Bath and Oxford became very popular performances in the middle ages.

Powell made up many plays to be performed by Puppets, among them, "Babes in the Woods," "Whittington and His

Cat," "Robin Hood and Little John," "Mother Goose Plays," etc. In this case old stories were adopted, and used as Puppet Plays.

Powell gave these Puppet Shows at Covent Gardens in London, and is represented in old pictures, as the little humpbacked man who carried a wand, faced the audience, and spoke as some one else manipulated the puppets.

So popular did these plays become that once during a play, a letter was read, purporting to come from an indignant sexton of a church near by, who claimed that the ringing of the church bell now only called people to the Puppet Shows!

About this time little shops sprang up in England where Puppets resembling jointed dolls were sold.

Penkethman traveled with his Puppet Shows and became famous showing "The Creation of the World."

Punch, giving speeches and dances, seemed to be included in most of these early plays.

Any popular play or political situation was imitated or set forth in these Puppet Plays.

Thus we see the beheading of Puppets in 1745 and many leading events in history were brought out in this manner.

The Puppet Shows of Flockton and Yates became more

elaborate in scenery, a whole city even being represented and wonderful out-door scenes.

About this time wax-work figures were introduced and shadow pictures became popular.

Today any simple play may be produced in the school-room using Puppet figures.

Long years ago the audience waited, as today, in breathless expectation when a Puppet Show was announced, and Davenant said:

"And man in chimney hid to dress,
Puppet that acts our old Queen Bess,
And man that while the Puppets Play,
Through nose expoundeth what they say."

PUNCH AND JUDY—A PUPPET PLAY

Verse for Programs

"Punch and Judy
Fought for a pie;
Punch gave Judy
A knock in the eye.

"Says Punch to Judy.
'Will you have any more?'
Says Judy to Punch,
'My eyes are too sore.'"

Characters: Punch, Judy, Baby, Toby, Officer, Black Dog, Doctor.

Time—Long, long ago.

Place—In Fairyland.

Scene 1 (At Home.)

Punch—Ha, ha, ha, here I am all alone, good-natured.

Punch—Where are you, Judy?

Punch—Go down and send the baby up.

Baby—(Comes up, nods to everything said.)

Punch—Are you a good baby? Are you a bad baby? Do you know your name? Have you cut any teeth? There you go nid-nid-nodding; you will drive me crazy nodding that head. Throw the baby downstairs. (Knocks him down with cane.)

Judy—You need a pounding, sir, for throwing the baby downstairs. He is too young to talk yet. (They fight.)

Punch—There you go! I'll throw you out the window! (Throws Judy down.)

Toby—Bow, wow, wow! Here comes an officer!

Officer—My! what a fierce dog. Who are you?

Punch—Who are you?

Officer—Who are you?

Punch—I'm Mr. Pun, I'm Mr. Chin, I'm Mr. Nell, I'm Mr. Low, I'm Mr. Punchinello!

Officer—I will arrest you everyone. Dear me, I thought I only had to arrest Punch. See my star?

Punch—Why arrest me? Have a cigar?

Officer—To prison you go for cruel treatment of your family!

Punch—Throw him in the lake; throw him out the window!

Officer—I will throw you into PRISON, but first tell me how you got your name.

Punch—Ha, ha, ha, what's in a name?

From Italy perhaps I came,
And I sold fowls in a market place—
Or was it ribbon, silk, and lace?

Officer—Tell me truly where you got the name of Punch and I may decide to let you go free.

Punch—Ha, ha, ha; you're a witty fellow;
I was named for Puccio d' Aniello.

Officer—That sounds more like the truth. I do not know whether to believe you or not.

Punch—I've different names in different places;
Sometimes you see my face on vases.

Officer—He speaks some truth; I have seen his face on vases! There may be some good in this fellow after all.

Punch—I'm English and Italian too;
Most any name you give will do!

Officer—No more nonsense! Off to prison we go. (Drags him off.)

Scene 2 (In Prison.)

Punch—Ha, ha. I find a key; perhaps it will unlock the gate, then out I go! I am a lucky fellow.

Black Dog—Bow, wow, wow! Not so fast, sir. I will cast on you a spell. I can make you tired and lazy! I have a notion to bite off your head, too!

Punch—My legs feel queer, but I am not afraid of you.

Doctor—I think you are ill, sir. Let me see.

Punch—I am not afraid of you, Mr. Pills-and-Powders. Be gone, all of you! This prison is a terrible place, but I have the key, and I have courage; with courage we can go anywhere!

Scene 3 (At Home.)

Judy—You must practice talking faster. You are still a baby, I fear.

Baby—Yes, no. How do you do? Come again; good-bye.

Judy—Ha, ha, ha. Here comes Punch. A black dog is biting at his heels. Toby, Toby. (Much barking of dogs is heard. Up comes Punch.)

Punch—Where is Judy? Who are you? Are you the baby?

Baby—Yes; no. How do you do? Come again; good-bye. (Whenever baby says good-bye the other party vanishes.)

Doctor—Have you found a voice, young sir?

Baby—Yes; no. How do you do? Come again; good-bye. I wonder why they go so suddenly. I hear people talking; I will go down myself.

Punch—Ha, ha. Come up, Baby. I want to beat you up a little so you will know I have come home. I'm Mr. Pun, I'm Mr. Chin, I'm Mr. Nell, I'm Mr. Low, I'm Mr. Punchinello!

Judy—Ho, ho. I will beat you, if you forget to clean your feet.

Punch—Ha, ha, ha, dear old Judy,
Every bit the same.

Ha, ha, ha, dear old Judy,
How do you like my name?

Baby—He's Mr. Pun, he's Mr. Chin, he's Mr. Nell, he's Mr. Low, he's Mr. Punchinello!

Judy—The baby now has learned to walk;
You see that he can also talk,
And he goes walking up and down
When Punch and Judy come to town.

Punch and Judy—

Punch and Judy, Punch and Judy,
Make you laugh and cry,
Punch and Judy, Punch and Judy,
Call to you good-bye!

I CAN

I Can, rules a mighty dominion,
With power to do and to dare;
I Can't, is a slave and a minion,
Who lives in the realm of despair.

I Can, wears the crown of the master,
Whose forces no foe can turn back;
I Can't, flies the flag of disaster,
And surrenders at every attack.

I Can, is a fighter and leader,
Who faces the battle each day;
I Can't is a chronic seceder,
Who always retreats in dismay.

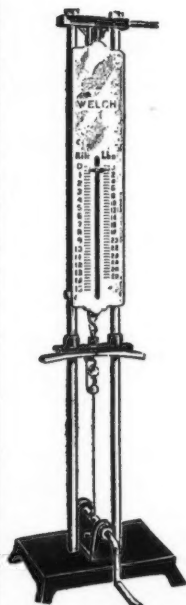
I Can, marches steadily forward,
Achieving, rejoicing in life;
I Can't, is a craven and coward,
Who never can win in the strife.
—John C. Wright, Harbor Springs, Mich.

Toil, and the arm grows strong
Sluggards are never weak.
Toil, and earth gives forth
Riches to those that seek.
—James P. Bloomfield.

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READING

(Continued from Page 172)

bull by the horns and to compel them to read. How is this to be accomplished, you ask? Why, in the simplest manner possible. Let each teacher assign to each of his or her pupils a work to read—classical, historical, mythological, fairy tale, romance, novel; poetry; epic, heroic, lyric, and so forth ad infinitum—all in accordance with their age and mental development. Age alone can not be made the criterion. There are children who, at the age of sixteen and older, are no farther advanced than others at the age of thirteen or fourteen. Hence both age and advancement must be made the guides in making the selection. But above all things let a discerning selection be made, so that no pupil will have assigned to him or her a work wholly beyond his or her comprehension. In making the choice, not only the mental status of the pupils, but also as much as may be their individual taste should be consulted, so as not to make the matter appear too much like a task. A certain time—a month, let us say—is allowed them, during which to do the reading, after which each pupil should be required to write a presentable composition, bearing on the reading done; developing, according to their capacity, the plot, the characters, the leading features, etc., of the work read, together with a brief account of the author. This done, another work is appointed each pupil, and proceeded with as above; this method should be continued to the end of the scholastic year. Some of the pupils will endeavor to make their escape by offering the well-worn, threadbare excuse, that they have no library at home. The public library will supply them with all that is needful. This leads to a side issue. Most teachers have, no doubt, observed that many of their pupils obtain from the public library books, if not dangerous to their morals, at least wholly useless to them. What benefit can the young generation possibly derive from such books as *Diamond Dick*, *Ten Nights in a Barroom*, *the Sea Wolf*, *The Boy from the East*, and thousands of others of a similar character by such writers as Jack London, O. Henry and others of that ilk, books which may be daily seen in the hands of our youth? These men write, not for advancement, improvement, and

enlightenment of their fellows, but for their own bread and butter, and the number of readers willing to supply them with the necessary means to fill their larder to overflowing with the best the world's markets afford is large indeed. They are writing, not to bring their fellows nearer to the perfection of the human race, nearer to nature and to nature's God, but in order to make an easy and comfortable living by feeding on the ignorance, the concupiscence, and the truckling passions of the race. But since they do not concern themselves in their writings with the spiritual and temporal welfare of mankind, they deserve no encouragement, and the best and most effective manner of laying their trade would seem to be to allow their shallow productions to molder on the booksellers' shelves.

Parents should make it a conscientious duty to look to the reading of their children. In the first place, they must insist, that their children spend an adequate portion of their spare time in profitable reading and, in the second place, they should see to it that no objectionable, nor yet merely useless, books be brought home by the children. "A wise parent," counsels the late Archbishop Spalding, "would allow only the class books, the Bible and a few of the great poets and historians to lie within reach of his children." The phrase "a few of the great poets and historians" is, however, not to be understood in the sense, that after the few have been read, perhaps in a careless and slovenly manner, the reading may be wholly discontinued, but rather that after the few have been thoroughly mastered and assimilated, another few be substituted in their place, and so on. There is a sufficiency "of the great poets and historians" to fill many lifetimes. There is no question of doubt, but that an agreement might be arrived at between parents and school authorities on one hand and the custodian of the public library on the other to the effect, that works as were spoken of above, more especially works exercising a baneful influence on the moral character of the young, are not to be given to the youth attending our schools.

By a judicious selection the pupils' taste will gradually arrive at a state of intellectual refinement in harmony with their mental development. Some few will be found

(Continued on Page 198)

The Value of Schooling.

While the activities of a nation depend upon its average ability it is only through training of the individual that the average can be changed.

The comparison between the length of time the average hundred boys and girls remain in school and the incomes of the average American wage earners offers valuable suggestions.

Sixty-seven per cent of the grade school students leave school before completing the eighth grade. The main voluntary reason is because they are not interested in the work the ordinary school offers. Their thoughts are the same as the thoughts of their forefathers at the same age when under the apprentice system they were first given concrete work to do and after being shown how to do it were told the theory of it as they progressed.

Under modern conditions the predominance of unrelated abstract studies has made the students restless and eager to do something which, to their mind at least, seems to employ all their activities.

These are the boys and girls upon whom the Nation depends for its skilled workmen. Their wages have been low because means were not at hand to turn their talents to higher account. They have been allowed to drift. Even manual-training courses which have not always shown their relation to real life, as through the constructive process, have not served as a great incentive to remaining in school.

Thirty-three per cent of the students entering school complete the eighth grade.

From those thus remaining in school are recruited the more highly skilled workmen and practically the entire body of the professions, including the designers, upon whom the entire fabric of American manufacturers depends. Higher standards of workmanship and higher wages depend upon the training given in the industrial arts to those who form the mass of workmen and upon whose skill depends the carrying out of the designer's ideas. In England, as well as America, 90 per cent of the people gain no technical education higher than the eighth grade. This means that 90 per cent of the workers between the ages of 16 and 23 have no technical training except that which they have "picked" up themselves. This means that the Nation's industries are run in a "hit or miss" fashion without regard for national welfare. This means that steps must be taken to inspire workers to desire training and employers to expect and pay for it. From among the sons of workmen will come the future generation of designers. The Nation has provided facilities for training workers in their trades through the Smith-Hughes act. Means must also be provided through special training in the industrial arts to help those with especial skill to become leaders in their crafts.

The riches of the Nation and the individual can only increase through an extension of the length and an increase in the quality of the education of its youth.

There is a direct and proportional relationship between the education in the industrial arts which a city provides, the value of its product and the incomes of the workers thus trained.

K. of C. Educational Endowments.

If higher education isn't a part of national reconstruction then nothing is. Holding this as an axiom, the Knights of Columbus are devoting their time and a great deal of their own money to the cause of higher education. Some years ago, long before the war with Germany was thought of, at any rate, in this country, the Knights raised \$550,000 among their own membership to endow a great university at Washington, D. C., the Catholic University of America.

In this university the Knights founded the Chair of American History—then a decided novelty in even the most advanced educational institutions; but no less a necessity for an American university striving to give the most plenary education.

By their endowment of this university the Knights secured the privilege of sending fifty young men every year to take post graduate courses in arts, philosophy, engineering, etc. Already the number of graduates from this endowment goes over the 250 mark, with the ranks increasing every year, so that a small army of well-equipped men is being placed at the nation's service by the Knights of Columbus.

Boy Scout Movement in Schools.

Upon the initiative of the National Catholic War Council, the formation of boy scout organizations in every Catholic parish throughout the United States will soon be under way. The Council, which has been casting about for a solution of the problem of taking care of young boys and providing for them wholesome and profitable diversion, has decided that the Boy Scouts meet the requirements of the situation better than any other organization that could be devised.

Jubilee at St. Mary's, Kansas.

The June, 1919, issue of "The Dial," published by St. Mary's College, St. Mary's, Kans., is the Golden Jubilee Number. It is an excellent booklet of over 250 pages, illustrated throughout and contains this inscription: "To the memory of the brave and devoted Pioneer Priests and Brothers," past and present, affiliated with this institution.

A most successful affair was the Golden Jubilee celebration of St. Mary's College, whether we view it as a gathering of distinguished guests, or consider the splendid oratory it occasioned, or look at the things accomplished.

St. Mary's (Oakland, Cal.) Booklet.

St. Mary's College, Oakland, Calif., has issued a meritorious illustrated booklet on the splendid part played in the great war by its students. Upwards of 856 men went from this institution alone, of which 15 gave their lives that democracy may reign supreme.

St. Mary's was one of the first American Colleges to offer scholarships for the benefit of disabled soldiers.

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CATECHISM—TEACHING.

By Rev. M. V. Kelly, C. S. B.

I.
Our Text-books.

Are we perfectly sure that our text-books in religious instruction are the best possible? No one, of course, disputes the advisability of adopting the best possible. The zeal of our American Catholic people in maintaining schools under a management exclusively religious commands world-wide admiration; how, if within these very schools the best results were not always attainable because of the defective character of the catechism text-books through the assistance of which that religious instruction is imparted?

In an age when the educational world is ever on the alert to discover methods of assisting the learner to a more ready or more comprehensive grasp of his subject, are we called upon at all to look over the ground again in the hope of being able to lend some additional assistance to our millions of Catholic children, for whom we consider it supremely important that they be thoroughly grounded in the great lessons taught us by Holy Faith? The results of an occasional discussion on the respective merits and defects of Catechisms in use here and abroad, and upon the method of handling them could not surely be other than wholesome. Is it not possible that we fail in this to some extent—that we are not given to examine fully what should be the qualities of an ideal text-book of religious instruction?

The almost universal practice of generations has clung tenaciously to the method of question and answer. Each answer contains a point of doctrine gathered up into one sentence, the words of which no less than the idea beneath it are to be memorized with scrupulous accuracy. Is this the last word on the subject? Or is it possible that future generations may find themselves introducing religious text-books framed on a plan altogether different? Students of pedagogy remind us that there was a time when text-books in several branches of study were written in the form of question and answer. It is one of no less authority than the Professor of Education in the

Catholic University at Washington who has something to say on this particular feature of the work. He quotes Dr. McMurray on moral teaching as follows: "Swallow a Catechism, reduced to a verbal memory product. Pack away the essence of morals in a few general laws and rules, and have the children learn them. Some day they may understand. What astounding faith in memory cram and dry forms! We can pave such a road through the fields of moral science, but when a child has traveled it, is he a whit better? No such paved road is good for anything. It isn't even comfortable. It has been tried dozens of times in much less important fields of knowledge than morals.

To begin with, abstract moral teaching, or to put faith in it, is to misunderstand children. In morals, as in other forms of knowledge, children are overwhelmingly interested in personal and individual examples, things which have form, color, action." Dr. Shields adds: "A generation or two ago many branches of knowledge were taught in this way. There were Catechisms of history, of grammar and of arithmetic. Even at the present time there exists in our midst schools in which geography is still taught in this manner, and in which language study consists in memorizing the rules of grammar, and long lists of unfamiliar words, schools in which the children are required to learn by rote the rule in arithmetic before working the examples."

"All such procedures result in dead accumulations instead of living growth. These accumulations tend to paralyze the mind of the child and to render it a mere receptacle for words and dead formulae. All originality and initiative disappear, and the child having dwelt in such a school during the years required by law, leaves it without an enduring interest in any subject taught within its walls."

"Psychology and pedagogy demand a return to the method of teaching which was employed by the Master, who so frequently spoke of the truths which He came into the world to impart to the children of men, but which He refused to announce to those who were not ready to assimilate them and render them functional in

(Continued on Page 200)



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An Interesting Archdiocese Report.

The menace of ill-conducted moving picture shows and the employment of children in street occupations are two interesting subjects discussed in the Third Annual Report of the Superintendent of Schools in the Archdiocese of San Francisco, California, addressed to His Grace, the Most Reverend Edward J. Hanna, D.D., by Rev. Ralph Hunt.

On the latter subject the opinion is expressed that in general the engagement of children in street occupations, such as selling papers, exposes them to moral and physical dangers and detracts from their ability to keep up with their studies even when it does not interfere with their regular attendance at school. Through economic pressure in the home, which is the reason advanced for permitting child employment, justification exists in a great number of instances; there are many instances, it is affirmed, for which there is no such justification, the real reason being either that the children desire it and parents weakly yield to their importunities, or that parents do not hesitate to exploit their children for the miserable pittance which they can earn. As exemptions to the child labor laws must be made to meet economic conditions, and as there is difficulty in regulating these exemptions so as to apply only to the children of needy parents, the solution of the matter at present rests with the parents, who must be made, the report concludes, "to see the grievous injury they do their children by taking them from school before their time, or by impairing their schooling by unnecessary interruptions. They must be convinced that sacrifice for their children's education, if sacrifice is necessary, will be more than repaid by greater earning capacity later on." Superintendent Hunt suggests that parents will listen to the reverend clergy on this subject when they will listen to no one else.

The report condemns incessant attendance upon the movies, on the ground that it distracts children's minds from their studies and tends to unfit them for serious mental effort. Since the rise of these theaters, he says teachers have found it more and more difficult to maintain discipline and to secure the vigorous application of pupils to their duties. By keeping the children much away from home, the report goes on to say, attendance upon the movies tends to loosen family ties. It also keeps children out late at night, and brings them into contact with undesirable associates. As to the character of the entertainments themselves, while not all of them are bad, many are decidedly deleterious in their influence. Father Garesche, S. J., is quoted as saying that vile pictures are offered the daily delectation of innocent children on seventeen thousand screens. One of the resolutions adopted by the Parish School Department at the convention held in San Francisco last year warned parents and teachers against "the frivolous amusements for children which are a hindrance to the upbuilding of strong and stable character and to serious school work." The report calls attention to this resolution.

The statistics of attendance in the schools of the Archdiocese of San Francisco show an increase of 332 pupils during the school year 1917-18, and the report says: "We take this increase as an indication of the steady progress of our schools and a proof of the growing interest on the part of our people in Catholic education."



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16TH ANNUAL CONVENTION OF THE C. E. A.

(Continued from Page 166)

ing them to see that some of their nuns qualify themselves to properly assist in the education of the large number of deafmutes who stand in need of Christian and Catholic instruction.

According to Father Butler's report the deafmute section of the association accomplished a tangible work last year when it completed and published a deafmute dictionary of signs relating to Catholic subjects.

Resolutions C. E. A. 1919 Session.

The Catholic Educational Association approved the report of its Resolutions Committee at the closing general session on Thursday, June 26.

The resolutions follow:

Declaration of Principles.

Resolved, That we offer our heartfelt thanks to His Grace, Archbishop Glennon, for his cordial welcome to St. Louis, for the active interest he has taken in our work, and for the encouragement he has given us. Likewise, to the local committee for the excellent arrangement of our meeting in all its details; to the rector and parish of the Cathedral; to St. Louis University and the Ladies of the Sacred Heart for their hospitality; to the mayor and people of the city for their friendly reception, and to the press for their courtesy and promptness in reporting our proceedings.

Resolved, That we offer our holy father, Pope Benedict V., our grateful homage for the inspiration given us as Catholic teachers in his recent letter to the Episcopate of the United States, and that we pledge ourselves to loyal co-operation with his wise directions.

Resolved, That in accordance with the words of the holy father, we insist upon the freedom of Christian education and uphold the rights of parents against any tendency to import into this country the principles or systems which "while vaunting unlimited liberty falsely so-called, in reality diminish, withhold, and in every way hamper the liberty of religious and Catholic parents as regards the education of their children."

Remedy for Illiteracy.

Resolved, While we contemplate with regret the dismaying condition of illiteracy in the rural sections of our country as revealed in the report of the Army Conscription Board, we nevertheless deplore the exploitation of these disquieting statistics either to the dishonor of American youth and soldiery in their hour of triumph, or to a studied encroachment on the rights of parents, who in their privately supported schools, have provided the highest cultural advantages for their children and thus prepared them for the duties of enlightened citizenship. We are convinced that the remedy for illiteracy is to be sought not only in purely educational provisions, but as well in an amelioration of industrial conditions, and particularly in the total abolition of child labor.

Resolved, That the association has noted with just pride the prompt and generous response given by Catholic universities, colleges and secondary schools to the country's call for service during the war; a call that involved, for so many of our young men, the sacrifice of life or bodily integrity, or health upon the battle field; and it congratulates those institutions upon the signal testimony they have thus rendered to the patriotic value of Catholic education.

Resolved, Inasmuch as the world war was brought on by disregard and invasion of the moral rights of nations, and in as much as the peace of nations is now threatened by a foe from within, whose pernicious activities spring from a disregard of the distinction between moral right and wrong, the Catholic Educational Association again invites attention to the imperative need of sound moral and religious instruction in the school. The inculcation of virtue in the child, which, to be fully effective, must be the work of the school, as well as of the home and the church, is the best safeguard against the spread of doctrine and movements that threaten to destroy the social order.

Resolved, That we regard as pernicious the movement which aims to de-Americanize the youth of the land by misrepresenting the founders of the republic and the nature of the American revolution; thus endeavoring to use our educational agencies against the country which supports and protects them.

Resolved, That we welcome our colored Catholics to the association and rejoice that a special section has been established as a means of furthering their endeavors in the field of Christian education, and especially as a means of securing for them the opportunities of higher and professional training under Catholic auspices.

Prompt Notice of Change of Address.

Those of our subscribers who had their addresses changed during the summer months are requested to notify us promptly, giving both the new and old addresses, in order that regular delivery may be had in the future. Any missing issue will be supplied without charge, if early application is had.

THE FIRST OF THE SCHOOL YEAR.

An opportune time to attend to your subscription account and thereby show the best evidence of your appreciation for the service of The Journal, is right now at the beginning of the new school term.

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Catholic Hospital Assn. Convention.

Hospital standardization was the main topic discussed at the fourth annual convention of the Catholic Hospital Association of the United States and Canada at Chicago in July. The attendance of 861 delegates was mainly that of Catholic Sisters representing the various communities in this country and in Canada who devote their energies to the nursing of the sick. In addition there was a large representation of Catholic physicians and, too, priests who have interested themselves in bringing the remarkable organization of Catholic hospitals to the highest point of efficiency.

Christian Brother Successful Farmer.

Brother Leo, manager of the Notre Dame farms, is receiving congratulations for the splendid wheat and alfalfa crops harvested on the Notre Dame farms. On a two hundred acre wheat field nearly 6,000 bushels of wheat were harvested, while the one hundred and fifty acres of alfalfa fields produced more than it was expected. Some years ago, before Brother Leo took charge of the farms, the present wheat fields were considered as useless. Priests and students at Notre Dame helped to harvest the crops when Brother Leo was facing a labor shortage.

Red Cross Course in Home Nursing.

The Red Cross has a movement on foot that will prove of inestimable value to our future women, now girls in primary and high schools. This is a course in home-nursing, which will consume but forty minutes of time weekly, but will save lives and immeasurable suffering in years to come. A woman is by nature a nurse, yet all the gentleness and sympathy in the world will not teach her the effective way to tie up a severed artery, offset a case of "taking poison by mistake," etc., while awaiting the arrival of a physician.

It is to teach school girls "home nursing" that the Red Cross proposes. And when they have completed the course, they will have a knowledge and experience that the regular nurse in training does not get until her second year or so. Women in our Red Cross Catholic circles are hopeful of securing the same advantage for parochial as well as public schools.

Advocates More Pay for Teachers.

"I take off my hat to the man or woman school teacher, whether they teach in a private or public institution, for they are sadly underpaid, and their work, as important as it is, does not receive the reward and appreciation the teachers so richly deserve."—Rt. Rev. John E. Gunn, Bishop of Natchez.

Visitation Sisters Sell Land.

Negotiations for the sale of the property of the Convent of the Visitation, in the heart of the fine residence section of Washington and one of the landmarks of the capital, were completed recently. The property, comprising an entire square, was sold for \$800,000. It was acquired by the Sisters in 1867. At that time it was on the outskirts of the city, not far from the British embassy.

Teaching Standards to Be Higher.

The broad plan for the re-organization of the National Education association will, if adopted, provide for a membership of over half a million teachers, local associations and educational groups throughout the land will be affiliated closely with the national body. This association will be equipped to serve local groups in the matter of increasing teachers' salaries and in insisting upon a better professional preparation for the work.

In order to provide proper professional training, teachers shall want to insist upon an approach to what is regarded as the ideal minimum preparation—a four-year high school course, which will guarantee that in every school-room in America there shall be an efficient, well-trained, skillful professional teacher in charge.

The association has already placed expert field secretaries in the field, thus covering every locality where educational help, advice or co-operation is asked or needed. With its headquarters at Washington, the association will be in a position also to voice the sentiments of the teaching profession of the country before our national legislative bodies. When a half million teachers agree upon educational policies and make insistent demands in keeping with national progress, those demands will be heard in the halls of congress.

Educate Adults as Well as Children.

A plea for public co-operation with educators, in legislation to further elementary education among adults as well as among children, was made at the 1919 annual session of the National Association, in Milwaukee. The public also may aid in fostering American ideals, by practice and precept, in the home and community, it was advocated.

Illiterate adults must be made literate. Foreigners must be Americanized, prisoners must be reformed. Each one of these problems of enlightenment of adults is defined as clearly a problem of elementary education as is the problem of child development.

The all-year school plan subject was laid over for one year by the N. E. A. at its 1919 meeting.

Gifts Exceed \$350,000,000.

Andrew Carnegie, ironmaster and philanthropist, died in August at his home near Lenox, Mass., at the age of 84 years.

Among the largest of Mr. Carnegie's gifts listed in the compilation are \$60,364,808 for the establishment of 281 free public libraries; \$20,363,010 to colleges for library and other buildings, endowments and other purposes; \$9,250,000 to the Carnegie Foundation for the Advancement of Teaching; \$26,718,380 to the Carnegie Institute and the Carnegie Institute of Technology; \$22,300,000 to the Carnegie Institution of Washington; \$10,540,000 to Carnegie hero funds and \$10,000,000 to the Carnegie Endowment for International Peace.

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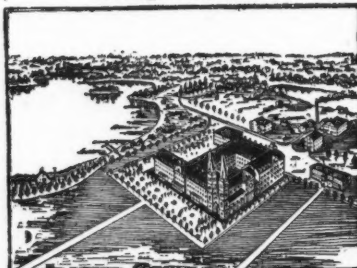
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PREPARATION, THE FIRST FORMAL STEP IN THE RECITATION.

F. J. Washichek, A. B. LL. D.



PROF. F. J. WASHICHEK

As previously stated the important parts of the recitation are these four, testing, teaching, training and assigning, but the most important of these is teaching. It is well, therefore, to make a somewhat detailed study of the teaching part, to investigate, analyze and if possible to master it.

Of the teaching part there are five distinct phases or formal steps as worked out by Herbart and his followers. In addition to his greatest contribution to pedagogical literature, "the development of moral character," Herbart and his followers

worked out the inductive development lesson as a typical organic unity, composed of five connected parts or steps. In a slightly modified form they are: (1) preparation, (2) presentation, (3) comparison, (4) generalization, (5) application. Each of these is a logical subdivision, having its own function and purpose in the lesson whole. These five formal subdivisions are the logical and psychological steps by which the mind ascends from the particular or concrete notions to the general or abstract, from simple sense perceptions or sense stimuli to the finished product, the concept manufactured from percepts as the raw materials.

All instruction, it must be understood, is concerned either with percepts or concepts. It attempts either to give the mind percepts, the simplest sense products or to work these up into those higher mental products or images, the concepts. In the first effort the presentative powers, the senses which give us a knowledge of the external world about us are exercised. They are, as Hamilton very aptly suggests, a kind of "introduction committee," introducing the child to the world of things around him and giving him a certain knowledge concerning them.

The second or higher stage of instruction is generalization in which the mind investigates, compares and abstracts general notions from particular ones and puts them into laws, principles and rules and then applies them.

There is, however, a stage of instructive work that precedes presentation. It is preparation in which the mind is prepared to receive instruction concerning at least some of the ideas which every normal child has when he enters school. Indeed, it is surprising what a stock of ideas some children have. They are gained from observation, concrete experiences, from conversation with parents, friends or other children, from travel, kindergarten or in the case of older children from previous school work. They may be hazy and inaccurate and need to be clarified, corrected and organized. Now the purpose of preparation is to revive whatever ideas the child has and to relate them to the new ones to be acquired. The child's capacity to use them effectively in acquisition must be increased. The organization necessary for acquisitive power must also be completed and its ability to concentrate its energies on the new fact or its old ideas by which it grasps and comprehends the new may be passive and dormant and thus need awakening. In truth, much of our knowledge is in this dormant subconscious state, awaiting only to be awakened into consciousness by some exciting cause. Nor is this subconsciousness altogether a disadvantage. On the contrary, it often is a decided advantage, a wise provision, for the mind cannot well study more than one thing at a time. Hence all other ideas irrelevant to the matter under consideration must therefore be temporarily excluded from consciousness.

Now preparation is the first step needed to arouse into acquisitive power whatever part of the mind's content is necessary to a proper reception of the new truth. Just as the hunter puts his mental and physical energy into the aiming at his coveted game before firing the effective shots that fill his game bag, so also the child's mental preparation must precede the presentation of any given subject in order that the requisite group of connected

(Continued on Page 199)



The Miessner Piano Has Achieved Great Success

When the Miessner Piano was first introduced there were many who were sceptical about predicting success for it—it was so radical a departure in piano building.

Everyone admitted, however, that the idea was right—that a small piano, easy to move and low enough for the teacher to look over while she played, was the ideal instrument for school and chorus singing. But they doubted that a really big, beautiful tone could be produced by such a small piano.

Now, after a year of actual use in all parts of the United States the doubters have become the strongest advocates of the Miessner and commendatory letters pour in from the four corners of the country lauding "the little piano with the big tone."

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Already Miessner Pianos are being used in 47 of the 48 states of the union and everywhere they are acclaimed a great success. Schools that have procured a Miessner on trial have sent for as many as fourteen more in one order. The instructor who once uses a Miessner will never want to return to the large piano.

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GLEAMINGS FROM THE PRESS.

If the public school is a failure, that is no reflection on the parochial school. Catholic schools of the country are maintained at a cost which makes the public schools, with their underpaid teachers, look like gross extravagance. Moreover, Catholic students graduate with a wholesome respect for teachers, for parents and all other superiors because they are taught first of all that God's laws come first and that to keep His laws they must respect all lawfully constituted authority. That the Catholic school is efficient nobody who has honestly investigated the subject will deny. Our graduates never fail to take their share of honors when in competition with the students of the public schools. Our graduates are loyal and patriotic subjects of the United States. This was strikingly demonstrated in the great war when the Catholics in all branches of the service were officially reported as being from 35 to 45 per cent., and this in the face of the fact that the Catholic population is certainly not 20 per cent. —The Catholic Citizen.

The Catholic Educational Association held its sixteenth annual meeting in St. Louis in June. Representatives of a number of teaching orders took part, and it is to be presumed that their peculiar garb did not shut out new ideas. That phenomenon belongs to Indiana, according to the attorney general. A Masonic emblem is permitted to a public school principal, but a crucifix and rosary worn by a nun teaching in a public school where the pupils are nearly all Catholic, would exert a sectarian influence; and are therefore forbidden. Great is the judicial mind of Indiana! The suggestion is respectfully offered to the association that Lady Duff Gordon, whose famous sartorial creations labeled "Lucile" are beloved by the fashionable, be asked to design a school uniform modest but non-sectarian. —The Catholic Advance.

Last week we were called upon to say some words of advice to twelve young men and women just graduating from our high school. We had to be very general in our remarks because there was but one Catholic in the class. How differently does a priest feel when talking to graduates of Catholic Schools? To him the pupils are the finished product of a system that does not ignore God. They know more or less about Him and His works, particularly the great work of His Divine Son and the historic Church. The public school graduate hardly knows of the existence of the historic Catholic Church, except by chance. European history as Belloc so often said, cannot be studied without a knowledge of the history of the Catholic Church, for it is woven into the very fabric of Europe. Our public high school graduates have a good start in life, but the moral and religious qualities of their education is an unknown quantity. That phase of their training has to depend upon their home training or their church teaching. The Catholic High School joins prayer with brain

work and does not stop at the mention of God.—Tablet.

Grandmother Graduates from School.

A grandmother graduate of the Chicago public schools received her eighth grade diploma while her only son and his 2-year-old baby sat in the audience and witnessed the ceremony. The grandmother was one of 14 grown men and women who received their credentials from the schools. The class roll was made up of three Americans, one Italian, one Bohemian, one Lithuanian, two Koreans, two Hebrews, three Greeks, and one Chinese, and the course of study was only open to these would-be masters of American institutions by earning the wherewithal of life by night that they might feed the mind by day. The majority of the graduates have already signified their desire to continue their school work.

Convent Inspection Bills in Alabama.

Three convent inspection bills have been introduced into the Legislature of the State of Alabama.

The Matthews measure is modeled after the Georgia law with regard to inspection of such institutions; the Arnold bill inveighs against involuntary servitude or forcible detention in the institutions named, while the Dickson measure is an inspection bill providing for the inspection to be made by the sheriff of a county wherein any of the institutions named are located, or by the county Grand Jury or persons named by the circuit judge.

That the measures are aimed especially at institutions controlled, owned or conducted by the Catholic Church is conceded in legislative circles, and attention is now being drawn to the bitter fight that was waged at the 1915 session of the Legislature, when a similar bill narrowly escaped enactment.

Ideal Site for California College.

For the second time in its history St. Mary's College, Oakland, Calif., is going to move. Brother Gregory, the president of the institution, has definitely announced that the corporation has purchased 250 acres of land on the Foothill Boulevard, near San Leandro, as the permanent home of the Christian Brothers and the site of a group of new college buildings.

New York Supply House Opens Branches.

The policy of the Baker Linen Company of New York has always been to make it as convenient as possible for their customers and clients throughout the United States to do business with them; and with that in view and owing to the large and extensive business that has been built up by them in the vicinity of Philadelphia, it was deemed advisable to open a sales office and show room in Philadelphia.

The opening of this office by the Baker Linen Company is but another step in the right direction taken by a most progressive linen house, who have built up their business by giving their customers quality, service and the very best prices. Their goods are considered a standard of merit for hotel, hospital, institutional, club, railroad and steamship trade.

With their main office situated at 41 Worth street, New York City, and a branch office in Boston, one in Los Angeles and one in San Francisco, and their new office in Philadelphia, they have placed themselves in close touch with the trade.

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Miss Glidemester is recognized internationally as one of the foremost writers and lecturers of Educational Methods and Topics—while her position in practical work especially qualifies her to contribute this help to the teaching profession. Whether you have long experience or are just now taking up teaching you will find The Minnesota Course of Study and Manual for Teachers an invaluable aid in making your work successful and appreciated.

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TEACHERS' CONFERENCE HOUR

Topics of Interest and Importance

Proper Cultivation of Knowledge. The child who for the first time climbs the steps of a school-house

with his satchel of brand new books under his arm goes there with his faculties dormant. To awaken those faculties is the great object of education. The mind should be invigorated, strengthened, prepared for education, not only to receive but to seek. To make a child want to know is the supreme reason for education. Supplying facts is altogether secondary. Knowledge, as it is handed out in all large schools, cut and dried, and in the same form, regardless of the child's natural bent or individuality, may more than likely be quite forgotten, as time passes; but enthusiasm once aroused, and perceptivity quickened, the child takes his first step toward the highest form of learning—self-education. To tap the rock of indifference and allow the spring of living waters to flow in the awakened mind, is the genius of all great teachers. The most entirely desirable gift with which a master can dismiss his pupil on the graduation day is not by any means a brain filled with dates, or a memory stacked with isolated bits of book-learning; but a thirst for knowledge in an eager, trained and receptive mind. Plato expresses the beautiful thought that education is to comprehend not only the whole of this life, but it is to be the preparation for another life, which we shall enter even as little children, there to begin our education afresh.

Teaching Conversation. Conversation, as conversation, is hard to teach, we can only lead the way and lay down a few principles which keep it in the

right path. These commonplaces of warning, as old as civilization itself, belong to manners and to fundamental unselfishness, but obvious as they are they have to be said and to be repeated and enforced until they become matters of course. Not to seem bored, not to interrupt, not to contradict, not to make personal remarks, not to talk of oneself (someone was naive enough to say "then what is there to talk of"), not to get heated and not to look cold, not to do all the talking and not to be silent, not to advance if the ground seems uncertain, and to be sensitively attentive to what jars—all these and other things are troublesome to obtain, but exceedingly necessary. And even observing them all we may be just as far from conversation as before; how often among people through shyness or otherwise, it simply faints from inanition. We can at least teach that a first essential is to have something to say, and that the best preparation of mind is thought and reading and observation, to be interested in many things, and to give enough personal application to a few things to have something worth saying about them.

Scales in the Schools. The question, "Johnny, what's your weight today?" will soon be a daily one in Chicago schools.

Scales are to be placed in every school in the city as part of the school health program, and it will be compulsory for the pupils to weigh themselves once a month. Individual records will be kept by the teachers and records made on the monthly report cards as to the physical fitness of the children.

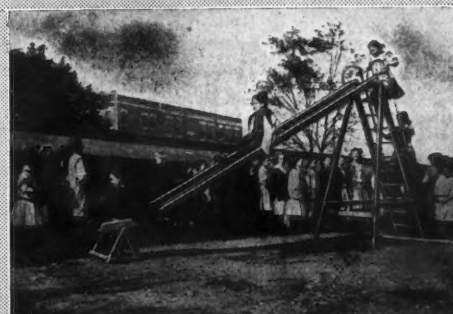
This health measure has but recently been carried out in the public and parochial schools of Milwaukee, and the results are fully up to expectations.

"Education vs. Schooling." "Schooling" is merely incidental to education. A man might have had only six grades of school, and yet if you would talk to him you would not know but that he was a college graduate. On the other hand, a man might have two or three degrees, but you would never believe it unless he showed you the papers."

So said John Callahan, secretary of the state board of industrial education of Wisconsin, in an address at an executive session of the Western Drawing and Manual Training Association, which closed its convention in Chicago in May. He complained that the words "schooling" and "education" are too often confounded.



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The Efficient Teacher's Task. A man took his small son to a teacher, saying: "I have brought this boy to you to see if you can do anything with him. He is the worst boy I have ever seen. He will not mind his mother or father, and we have given him up as hopeless. If you cannot make anything of him I shall send him to a reform school."

After the boy had been in the school a day or two the teacher, who believed in getting at the best side of a child instead of the worst, put out his hand to lay it on the boy's shoulder. The boy shrank back with a frightened look on his face, and when asked by his teacher what was the matter answered that he thought he was going to strike him! The poor little fellow was so used to being cuffed and whipped and called a mischievous good-for-nothing, a blockhead who would never amount to anything, that he took it for granted that he was bad, and that there was nothing in him.

But the new teacher was a new sort of man, and saw something good in him. "You have the makings of a splendid man in you," he said, "and you are going to be a good boy in this school."

No one had ever talked to him in that way before, and he responded at once to the new influence. The teacher never had any trouble with him; he improved wonderfully in his manner, in his studies, in his whole bearing and disposition. For the first time his ambition was aroused and he finally became governor of his State.

Many make the fatal mistake of thinking that the will of a high-spirited child must be broken; that it is the only way to make him obedient. Now, when you break a child's will you break his spirit, and when his spirit is broken his whole life is marred. The child's spirit, the child's self-faith, form the very backbone of his character. To break his spirit and destroy his faith in himself is a crime.

Teaching a Transient Calling.

The following data taken from the N. E. A. bulletin, will prove of interest to the religious:

At the present time, more than one-half of the public school teachers of the United States are immature; they are short lived in the work of teaching; their general education is inadequate; their professional equipment is deplorably meagre.

Out of approximately 600,000 public school teachers in the United States, it has been estimated by competent authorities that:

As to age—100,000 are seventeen, eighteen and nineteen years old;

150,000 are not more than twenty-one years old;

300,000 are not more than twenty-five years old.

As to length of service—150,000 serve in the schools only two years or less;

300,000 serve in the schools not more than four or five years.

As to education—30,000 have had no education beyond the eighth grade of the elementary school;

100,000 have had less than two years' education beyond the eighth grade;

200,000 have had less than four years' education beyond the eighth grade;

300,000 have had no more than four years' education beyond the eighth grade.

As to professional preparation—300,000 have had no special professional preparation for the work of teaching.

One-Half of All School Children Under Immature and Untrained Teachers.

In the aggregate the boys and girls now having their schooling at the hands of immature and untrained teachers will constitute at least fifty per cent of the next generation of American voters.

Of the twenty million boys and girls in our public schools today, it may be conservatively estimated that—

1,000,000 are being taught by teachers whose education has been limited to seven or eight years in the elementary schools.

Loyalty Oath for America.

By Honorable Franklin K. Lane.

"I enter into American citizenship with this pledge made before my fellow citizens; that the rights and powers given me by this country shall be used that the people of America shall the more perfectly enjoy the benefits of free institutions and increasingly present to the world the strength and security which comes from a big regard for the rights of others."

The above is an oath of service and citizenship administered at the Independence Day celebration at Washington to 51 young men and as many young women who, having attained their majority, represented the States of the Union and the three territories. Secretary Lane desires to make this oath in the future a nation-wide feature of the celebration of Independence Day.

READING

(Continued from Page 189)

incapable of acquiring a cultivated taste, either because of mental incapacity or an unwillingness to submit to guidance, for you can lead a horse to the water, but you can not make him drink.

Not much can be accomplished with these. To be sure, they should be encouraged and assisted, the former with kindness, considerate advice and as much extra help as the teacher may be able and willing to give; the latter with stern treatment, preferably at the hands of the parents. Beyond this, they must be left to God and to themselves to carve out their future destiny, both here and hereafter, in their own fashion.

Reading must serve a purpose. If it is entered upon as a mere pastime, it is very little more than a loss of time. Many occupations may be made to answer the purpose far better than indifferent reading does. Games, athletic exercises, boating, swimming, walking, etc., etc., answer this purpose to greater advantage. They afford more or less physical exercise, develop the outer man, are conducive to the maintenance of the health of the body, and thus offer advantages preferable to reading as a pastime. The ends to be kept in view in pursuing a course of reading are manifold. It is manifest that, if it does not enhance the reader's stock of knowledge, enlighten his mind, develop his taste, broaden his view, cause him to rise above the common level of intellects, it may well be set down as worse than useless. If it does not entail anything more serious than the loss of time, that itself is much to be regretted. But if reading embitter and poison the mind in religious, national, and international questions; if it leads the reader into the slough of immortality, then, indeed, it becomes criminal.

If it is the teacher's duty to guide the pupils slowly and adroitly, but surely, to see the necessity of profitable reading. He is bound in conscience to lead them gradually to a thorough understanding of this matter and to induce them to submit to guidance in their selection. Wiseacres are met with not infrequently, who in their imaginary wisdom quote Pliny in a vague fashion as corroborating the opinion, that all books are good for all people. This is a mistake arising from misinterpretation. The author's character is sufficient guarantee, that he was very far from desiring to convey such a misleading and perilous idea. In *Epistolae III, I*, he says: "Nullus est libere tam malus, ut non aliqua parte presit," i. e., no book is so bad, but that in some way good may be drawn from it. This is strictly true, but it requires a thoroughly matured, well balanced, and fairly learned mind to draw the distinctions and inferences that must be drawn to safeguard the reader. The great majority of the people of all nations are in no way fitted to undertake this task, and should therefore submit to guidance. He who accuses Pliny the Younger, for it is he to whom we refer, to have made such a monstrous assertion, knows not whereof he speaks. It is inconceivable, that a man of such exquisite refinement, consummate scholarship, choice literary attainments, and unimpeachable honor, as Pliny the Younger, unquestionably was, could make an assertion, which a dilettant can readily recognize as false. Nor did he. The latin text preceding and following the quotation given is sufficiently clear.

As has been stated, it becomes the duty of every teacher to constitute himself or herself, not merely by choice, but rather by duty and obligation, the lodestar of his or her pupils in this important matter. The love for instructive and exhaustive reading should be so thoroughly implanted in the heart and mind of the youth attending the schools of the country, that no inducement, no matter how enticing, could prevail upon them to depart from their daily hour of reading. This manner of reading will also be instrumental in assisting them to acquire the dictionary habit so essential to a thorough understanding of the matter read. Passing over even one word not fully understood will mar the meaning of a sentence.

If all teachers put their shoulder to the wheel, there is every reason to hope, that a change will be effected, which will be productive of much good to the pupils, both for this world and the world to come.

Many Complimentary Letters Highly Prized.

It is with much appreciation that The Journal constantly receives letters of commendation from its readers.

PREPARATION, THE FIRST FORMAL STEP IN THE RECITATION.

(Continued from Page 195)

ideas may be put into efficient activity, organized and made ready to do effectively the work at hand.

Of course there is a certain mental preparation resulting from a proper lesson assignment and study, but of itself this is inadequate. There must be first that immediate preparation placing the mind into a receptive mood conducive to a proper reception and thorough, economic assimilation of the lesson facts.

To be wise and effective this immediate preparation must be: (1) **timely**, (2) **pertinent**, (3) **brief**. Each of these characteristics we may now well consider more in detail.

Inasmuch as this preparation must be immediate, perhaps the most appropriate time for it is at the assignment in which the teacher should give such instruction as will aid the child's mind properly to receive the new matter while studying it. Indeed it is only reasonable to suppose that if the mind is made receptive and is properly adjusted to the new situation when it first confronts it, it will be more able to handle the new situation effectively and economically. Here, as elsewhere, "well begun is half done." Besides, the self-directed activity of the child's mind at this stage of the process, urged on by a keen desire to know, enlarges and completes the lesson assignment.

That the preparation should be pertinent is deduced from the cogent fact that all truth is related. The eternal dovetailedness of things is everywhere evident. One fact leads up to another to which it is in some way intimately related. Today's recitation is but a link in the endless chain of instruction, connecting it with tomorrow's. Consequently most recitations should begin with a review of the previous ones in order that the mind may receive and understand the new truth. To complete this endless chain there must not only be a connecting point, but also a union of all the links and the best place to begin to forge on the new link is at the old one and while an occasional inspection of the whole chain is advisable, a review of that part of it closely connected to the new part is absolutely indispensable to completion. Just so with the recitation. While an occasional review of the whole subject matter is expedient, that part of it vitally connected with the matter at hand is absolutely necessary.

The reason for the necessity of review is not far to seek. The mind grasps the unknown with and through the known which are only related parts or continuations of the great world of truth awaiting the mind's discovery and assimilation. To acquire what it has not it must use what it has as its working capital.

Nor is this knowing of similar things all that is necessary. The older subconscious knowledge must be awakened into consciousness in order that through it the new may be grasped and comprehended. The new fact, like the new friend, must be introduced by the old one. Similarly does pertinent preparation bring forth old truths with which the mind grasps, digests and assimilates the new ones. Aroused from their subconscious state into a conscious one old yet related truths rise eagerly to receive the new ever afterward to be intimately connected with them.

To illustrate, suppose the arithmetic class is to solve problems in finding the hypotenuse or either side of a right triangle. Certainly pertinent preparation would demand first of all that the class be made to see that the solution involves the extraction of square roots and that the pupils be able to perform these easily forgotten operations with facility and accuracy. Without such a hint and without a review of the extraction of square roots the attempts of both teacher and learners will in a great many cases be miserable failures.

Take another illustration, that of computing geographical distances between two places by means of a map scale. Certainly, the first avenue of approach to this subject is the multiplication table and the old mathematical principle of reasoning from one to many, the old stick of candy problem. If one stick of candy costs two cents, five sticks will cost five times two cents, or ten cents. By the time the pupil encounters these geographical problems the multiplication table and the reasoning from one to many are old truths already acquired by the learner and need only to be aroused and prepared for grasping what appeared to be something new, but what was, in

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Mention School.

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reality, except for the linear measurement perhaps, something quite old.

Of course, preparation is not always necessarily a review of previous work. It may be concerned with work never even mentioned before in the class. In such cases the preparation need only to revive any of the numerous truths and experiences which the child already has. Under these conditions the preparation may still be pertinent. From the standpoint of apperception, preparation as the first formal step of the recitation is simply clarifying all the apperceptive systems which may be employed in absorbing mentally the new experiences. It simply tries to make the pupil receptive and to adjust him properly toward the new situation.

A lesson in point would be one in home geography in which the object is to teach the origin and development and definitions of valleys, divides, drainage basins and systems. Here the step of preparation would naturally be the explicit revival of those implicit experiences which most children have had by personal observation. Although they may never have made an academic study of the work of water most of them no doubt have observed that during a heavy rain the run-off down the slopes collects into small streams, uniting to form larger ones; that these cut ditches or gullies into the soil; that the running water pushes sand and gravel along the bottom or in suspension; that the water eddies around a large stone making a miniature rapid, attempting to undermine it and force it down-stream; that at the outcurve it works off the bank, causing it to cave in as a miniature landslide. Doubtless too, most children have noticed that the work of the run-off water on the slopes carries grains of soil downward to be deposited lower down, thus tending to flatten down the hills and at the same time to form islands and deltas in rivers.

By a series of pertinent questions so framed as to suggest or recall the desired experiences for the purpose of applying them to the home geography lesson, the teacher may teach the child most effectively the origin, development and definitions of rivers, valleys, rapids, landslides, etc. Indeed, even thus may he teach him much advanced geography and even geology subjects which certainly have never been mentioned before in class.

That the question and answer method is the dominant one in such a preparation is obvious and it may be conducted somewhat as follows: Which way does water run on slopes? Why do streams run in different directions? What then is a divide? A drainage basin? A drainage system? How are the larger streams or rivers formed? What work does water do running down slopes? What are the results of this work? What, then, is a landslide? A rapid? A delta?

The time taken by the first formal step, the preparation should, as a rule, be brief, for the tendency is to prolong it beyond all justifiable duration. Bagley very properly lays down the general rule that the step of preparation should occupy only about one-fifth of the regular recitation period. Of course this rule would not hold if the development lesson consisted entirely of reviewing old experiences, digesting them and forming judgments from them as in the typical case just cited. In such cases the step of preparation would of course occupy about a third of the recitation period.

Due care should also be taken to avoid wandering from the lesson point. The question and answer method though very effective, lends itself easily to running off into irrelevant channels. This is a grave source of danger, especially when the pupils do not know to what the questions are leading. Here, then, as elsewhere, aim is a prime essential. Although pedagogical authorities differ somewhat regarding the function of aim some holding the aim to be a standard for both teacher and pupils in judging the merits of the pupil's work, others maintaining that the aim should show the pupil his need of a knowledge of the new subject matter, all are agreed that aim in the preparation is absolutely necessary, and that it should be stated. Otherwise the first step which is necessarily conversational may, as McMurtry very pointedly says, "degenerate into a conversation that aims at nothing and accomplishes nothing."

As the aim is the connecting link between the old and the new truth it appears that the aim should be stated at the end of the preparatory step rather than at its beginning, except in the case of lessons involving the work-

ing up old matter exclusively. Here it should be stated at the beginning.

Whether this aim is stated at the beginning or the end it should do two things: (1) it should focus the learner's attention upon the problems at hand, (2) it should arouse their interest in the new subject presented. For example, the quiz and informal conversation upon the home geography lesson must have aroused the pupil's curiosity to know the how, what and why of the water's work. Otherwise the preparation has not fulfilled its two-fold function. When their curiosity is aroused the aim should be clearly and pointedly stated, so that the pupils will know that the following steps lead to the explanation of their puzzle. It may be couched in some such words as these: "Today we shall try to discover what work water does, how it does it and what names are given to the results of that work."

CATECHISM—TEACHING.

(Continued from Page 191)

their lives and conduct."

Methods of conducting classes have been radically changed in the past half century. All the text-books now used in our parochial schools exemplify the modern method with the one single exception of the catechism.

Is there any particular reason for this exception? Or is it as one has said, "The sacredness which belongs to the ancient doctrines has been unfortunately regarded as attaching also to the antiquated processes of teaching them." There are inspectors of Catholic schools who do not hesitate to say that the text-book of religious instruction in formal question and answer is nothing more or less than a relic of bad pedagogy.

On the other hand we must remember that religious instruction and training are primarily the duty of parents. Christian doctrine text-books must have in view the capacity of those who are to make use of them. It is altogether likely we often lose sight of this. Children attending Catholic schools will learn their religion more or less thoroughly no matter what be the character of the text-book; they have trained teachers to carry on the work. Not so that large element of our population situated beyond the reach of parochial schools, perhaps beyond the reach of a Sunday school. Now, good teaching is largely a matter of good questioning; the professional teacher excels in this; the average parent cannot be expected to possess such qualifications; with him or her it is practically necessary that the text-book supply the questions.

In any case, the Catechism in its original form is still with us and likely to remain; to it and to the methods its structure suggests we may continue to confine our attention.

Catholic Education.

Centralization in education is the trend of the day and seems due to the needs of the situation. What will be the outcome? How will Catholic interests be affected? There is no question at present on which light is more earnestly desired. It is, indeed, the most pressing of problems, the one on which we can least afford to delay. I beg you to have a careful treatment of this subject prepared and submitted to the judgment of the most expert.

A less pressing but even more important matter is the systematization of our own educational forces. There is great waste through lack of co-ordination. Do we not need more of system? Will not the very trend on our national life force us to study and overhaul our own educational structure?—Cardinal Gibbons on American Catholic Interests.

The tests of college training are character and service. It is well that the college-trained man speak well and write well, that he love books and paintings and music and plays, that he possess a fund of basic information about many things while knowing at the same time at least one thing thoroughly, that he preserve an alert and clear-thinking mind and an unstunted facility for learning ever more and more; but he has not secured the finest and most important fruits of higher education unless he has realized the significance of two things: Being a real man, and doing a real man's work in the world.—Brother Gregory, F. S. C.

HEALTH HINTS.

A Complete Education.

A scheme of education that does not include the development of the body is one-sided and, therefore, incomplete. Good physical health is the foundation of a strong mentality. Hundreds of thousands of our young people are intent upon cramming their heads with knowledge, while their bodies are wasting for want of exercise.

A physical education does not of necessity contemplate a course of instruction in the gymnasium, but it means the observance of those ordinary and well-known laws of development that may be readily comprehended and put into effect by any person who will give the thought and take the time required to do it.

The basis of good health is sensible exercise, sensible eating and sensible drinking. The body must be made subordinate to the mind. Useless mental strain and a disposition toward morbidity will do much to negative the most careful physical culture. Baseball, football and other college athletics are, if indulged in moderately, good forms of physical exercise. The greatest difficulty, however, is that everything else is made subordinate to them, and that they entail strains that are too severe. Another objection is the fact that only a small percentage of the student body take part in such exercise.

A walk of two miles before breakfast, a run at night and plenty of fresh air in the sleeping room will do more to give consistent physical health than will the very exhausting games that place nerves and muscles under the severest strain and often result in physical breakdowns.

The Power of Growth.

If the plant is supplied with the proper moisture, sunlight and nourishment it will grow, develop and produce. A boy may be surrounded with all the things that make for stability of character, strength of purpose and activity of mind and yet there may be no growth. The plant grows because it is its nature to do so. It is also the nature of the boy to grow, physically, but Divine Wisdom has made mental growth the result of conscious effort.

The person who wishes to develop must strive for development, he must reach out, he must push back his mental and moral horizon, he must climb the ladder of ambition in order to secure a broader view of life and its responsibilities.

The young man in the business office must remember that the law of growth is founded on effort. A man does not become great merely through wishing. As the biceps and triceps of the blacksmith's arm enlarge and become tough and fibrous through activity, so intellectual and spiritual growth are the result of properly directed effort.

There must first be a willingness to grow and then the strength of character and the breadth of mind to reach out. Just as the roots of the tree creep wide and deep to gather the nutriment for growth, so will the individual gather strength from reaching out.

Every effort ought to be made to teach the young the value of physical exercise and recreation. They should be made to feel that physical exercise makes for soundness of mind and body. They should be taught to utilize to the fullest possible extent the recreational facilities provided by the public authorities.

As far as possible, the play activities of the young persons and adults should be under the direction of competent instructors. This is absolutely essential in order to secure proper physical developments and prevent over exertion along certain lines. (National Catholic War Council Reconstruction Pamphlet No. 7.)

We must wake up and pay much more attention to the physical and moral development of the youth of the country. We are losing a large portion of our men from a standpoint of military efficiency and are subjected to enormous wastage from the standpoint of economic and industrial efficiency. These are losses which the nation can ill afford in view of the coming contest for industrial supremacy.—Leonard Wood, M. D., Major General, United States Army.

SPECIAL CLASS-ROOM INTERESTS.

Rev. Francis O'Neill, O. P., Ph. D.

Give it whatever name you will,—that tired feeling, inertia, dullness, the Lotus lag, Castles in Spain, Alice in Wonderland, a Rip Van Winkle slumber,—we are afraid of it in the classroom. If it comes the drive halts; and if it lingers the day is lost.

Classes that are happily launched in the morning furl their sails long before they reach the high seas with energies exhausted and the port of entry forgotten. It takes the harbor pilot many a nerve shattering hour to tow these listless cargoes back in dock with a not too confident hope that tomorrow all will be willing to brave the last frontiers of chance.

A teacher who is wide-awake and provident will not enter the day's work without having reckoned upon the possibility of a partial or complete mental pause in the program of assigned study. Preparation for this does not mean a stock of stimulants for arousing neurones, nor wicked looking devices to batter down the cerebral cortex. We have grown tired of the psycho-physical terms of modern pedagogy. So long as the fundamental laws of mental progress are followed by the rank and file it matters little what phraseology is adopted by the few who delight in expounding their unsafe theories in terms that startle.

The moment of mental fatigue will come. What can a well planned program do for it? Will it be wise to drop the subject that has caused the mischief and rush off to something entirely different? The class will be eager to build a California bungalow in the back yard or shoot down a herd of buffalo recently purchased by the Board of Education to help the boys deplore the non-conservation tactics of the Western pioneers.

No one will question the mental restfulness of such exploits, but common sense condemns them as not educationally economical. The one aim of class presentation is to bring the subject matter within gettable distance of the interested pupil. The traditional studies must be presented. No patience need be wasted upon the pseudo-educational experts who are searching for new and strange subjects of fascinating interest. The records of the Student Army Training Corps prove the folly of permitting students to wander at will through the wide fields of possible knowledge. The traditional gift of a true education must always be a definite package of information definitely arrived at.

The progress towards this should be prudently rapid if a liberal education is to be secured within a reasonable time. The curricular subjects must be acquired in regular order. There is no escape from study proportionate to this end. "A democratized program of studies for each student pursued amid a socialized environment with the content of each subject vitalized with vocational functioning" may sound exceptionally advanced, but it won't work.

If then, we propose to place before the class the traditional matter we must expect, from time to time, a lifting up of heads with abatement of interest. When these moments come, what should be done? The skillful teacher should have in reserve adequate material to kindle fresh interest. A complete break is too costly. The dominant note must be held. Here then comes the test that distinguishes the capable educator from that visionless promoter of lesson lassitude, the "Take the next page" teacher.

There should be an element of mild surprise in the development of the lesson. A boarding house regularity of presentation does not make for interest. For this a treasure trove is almost indispensable. Happy the teacher who is almost indispensable. Happy the teacher who can find joy in the hoardings of the fourteen-year-old boy. The collection is filled to overflowing with promise.



Rev. Francis O'Neill,

This old coin found buried beneath the dust of yesterday means distinction in the fields of numismatics, this bird's nest bespeaks success in ornithology. These butterflies may one day be transformed into huge biplanes for transatlantic commerce. Let enthusiasm spend itself upon these, while discretion passes over the skillfully contrived snare for the unsuspecting meadow lark, the sling shot and the huge jack knife thirsting for the blood of the prowling polar bear! Our hearts grow warm as we share these delights spread out before us by the imagination of youth.

And so I should plan a special interest for every recitation, one that is in strict harmony with the subject matter. A button cut from the coat of a soldier who died at Valley Forge will rivet attention upon the campaigns of Washington. A peace pipe fresh from the red pipestone quarries should be handed about the camp fire before the reading of Hiawatha. The wool-gathering class in fractions will return to business if they hear, for the first time, the falling apple story of Sir Isaac Newton. It will be found wise to avoid that version of the story that makes Sir Isaac half asleep—sleep is the last thing to mention to a class in arithmetic.

There are in every class some special aptitudes. The boy who has built an engine model at home will be able to tell the class the life history of Robert Fulton. Boys talk best about the thing they know best.

This explains why "My Summer Vacation," a "Walk in the Country," and "A Day in the City" are dead subjects to the class. I suppose there are no teachers living now who assign a class topic. Some little care is exercised in the choice of a subject to suit the individual. But if these topics are to be handled in a manner sufficiently snappy to serve as a special class interest extraordinary care in selection and assignment is necessary.

The cherry tree-little hatchet story doesn't reproduce well simply because there is nothing in the world of modern boyhood to fit it in with. There is a more human comradeship fishing with Grover Cleveland in Buzzard's Bay, or dashing with the Roosevelt Rough Riders across the plains. Every boy likes to chase or be chased. It is pleasant to feel the thrill of achievement but, as the Capture of Wildfire shows, many days of hard determined effort must precede the victory.

Once the purpose is steadfast to fill up the fatigue pauses of the school hour with an exceptional interest consonant with the words in hand a thousand doors fly open. The more secret they are the better. The game of "Where Art Thou, Rachel," demands a blindfolded Jacob.

It is surely little short of criminal to permit a class to sink to the mean level of mediocrity through an unrelenting study of the class text-book. There are a thousand entertaining and instructive side trips well calculated to give rest from the measured tread of the main road. As teachers we should search out long and diligently these lanes of interest that make glad and constant the hearts of the children.

With such a wealth of welcome lore about us we will not refuse to see the upturned faces of youth, awaiting the light of a larger knowledge and the joy of a deeper interest.

[Read at the 1919 Session Catholic Educational Ass'n.]

THE OLD ENGLISH CHANTRIES.

From the Sisters of St. Francis, stationed at Ionia, Iowa, the Catholic School Journal has received the following inquiry: "Would you kindly give us some information on the 'Chantry System,' especially in its educational aspects in England? Are there any books that you could mention containing points on this question?"

It was the common belief until quite recently that the grammar schools of England—that is, the main part of the machinery of English middle class education,—were the offspring of the Reformation, and owed their origin to the reign of Edward VI. This legend is now exploded. A. F. Leach begins his masterly work, "English Schools at the Reformation," with the sentence: "Never was a great reputation more easily gained and less deserved than that of King Edward VI. as a founder of schools. The truth is that the few educational foundations made by the government during the reign of Henry VIII and Edward VI were but refundations forming a small salvage from the wreck of educational endowments confiscated with the monasteries and chantries. In fact, England was singularly well provided with schools previous to Henry VIII. Perhaps the

most numerous of all were chantry schools. The great majority of these were termed grammar schools. They usually taught reading, writing and Latin. Many reached a good standard, and included rhetoric and dialect in their curriculum. There were also some schools of more elementary character. As most of the grammar schools taught gratuitously, a very liberal provision of education was open even to the poorer classes. Indeed, education as a whole, was on a more democratic basis, and good secondary instruction more widely diffused in England in Catholic times than in the first half of the Nineteenth Century.

The Catholic Encyclopedia says the chantry owed existence to an endowment of one or more priests to say Mass for the soul of the endower or for the souls of persons named by him, and in a great number of instances to perform certain other offices, such as those of choir member in a collegiate church or cathedral, or of curate in outlying districts, or of chaplain in hospitals and jails, or of schoolmaster or librarian, "or as essentially, though not solely, a liturgical institution, requiring as a sine qua non of its existence a place where the incumbent might say Mass." Frequently a detached building was erected for the purpose. Traces of the system existed in England as far back as the Conquest, but after the middle of the Fourteenth Century chantries became numerous. At the time of their suppression there were 2,374.

The work of suppressing and despoiling the chantries, begun by Henry VIII, was taken up and completed by his successor, Edward VI, in 1547. They yielded to the harpies that swarmed about his court 180,000 pounds.

"Among the many evils attended upon the suppression of the chantry the most grievous, perhaps, was the effect upon education; for the chantries were the grammar schools of the period—the incumbent teaching gratis the poor who asked it humbly for the love of God."

In 1562, nine years after Edward was dead, we find Williams, the Speaker of the House of Commons, in an address to the Queen, referring to the want of schools—that "at least a hundred were wanting in England which before that time had been"—an allusion which we may safely assume had reference to the chantry schools.

Leach, who does not hesitate to call Edward "the Spoiler" instead of "the Father" of schools, says that between 1547 and 1645 no grammar schools were founded in England which had not already existed as chantries.

The principal book throwing light on the subject of English chantry schools which appeared in recent years was published in London in 1896—"English Schools at the Reformation," by Arthur Francis Leach, a high authority on English educational history, for many years connected with the English Board of Education. Mr. Leach was the author of the notable article entitled "Edward VI., Spoiler of Schools," which appeared in the issue of the Contemporary Review for September, 1892. There are articles on the same subject in the Nineteenth Century for March, 1898, and the (Washington) Catholic University Bulletin for January, 1903. See also the Catholic Encyclopedia, which discusses the subject under the head of "Chantry" and also under the head of "Schools," and which has been freely drawn upon for the information presented herewith.

That English Protestants not a few have had their eyes opened to the evil consequences of the spoliation of church property during the reigns of Henry VIII and his immediate successor is evident from much published matter of the last fifty years. In a historical novel written as long ago as 1884 by a clergyman of the Anglican communion, Rev. Alfred J. Church, M. A., "The Chantry Priest of Barret, a Tale of the Two Roses," the hero, a Chantry priest, is made to say that if it was to the good of the commonwealth that these great possessions should be taken from their then present holders, "yet should they have been still preserved to the service of God, being given to schools and the like, and for the better aiding of the poor. This was not done; but rather (if I may speak plainly) these great riches were given over, for the most part, to the service of the devil, going to feed the riotous living of a pack of godless courtiers."

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BOOK NOTICES.



A History of the United States. By John Holladay Latane, Ph. D., LL. D., Professor of American History in the Johns Hopkins University. Cloth, 517 pages; illustrated with portraits and maps. Price \$.... Allyn & Baker, Boston.

The author, mindful that the relationship between facts, as of cause and effect, is not less important in the study of history than are the facts themselves, has given particular attention to this phase of his subject. As far as possible he has combined the topical with the chronological method of presentation, and given more attention to the foreign policies of the government at different times, to the military history of the nation and to the influence of economic conditions on politics than has been accorded to these topics by previous writers of school histories. Prof. Latane's work will be welcomed as a valuable addition to the rapidly growing list of text-books on the history of the United States.

Handbook of Canon Law for Congregations of Women Under Simple Vows. By D. I. Lanslots, O. S. B., Prefect Apostolic of Northern Transvaal. Eighth Edition, Revised and Enlarged to Conform with the New Code of Canon Law. Cloth; pages, 303. Price \$1.50 net. Frederick Pustet Co., Inc., New York.

Pope Leo XIII., on December 8, 1900, promulgated the constitution "Conditae a Christo," in which are determined on one hand the rights of bishops in regard to institutions of simple vows, whether diocesan or non-diocesan, and on the other hand the rights and duties of superiors toward diocesan authority. This document fixes the canonical legislation applying to congregations of simple vows so far as its main outlines are concerned, but supplementary rules were deemed necessary to regulate the details of practical organization. These are supplied in a code of 325 articles, known as the "Normae," followed by the Sacred Congregation of Regulars. The "Normae" describe with precision the pattern according to which constitutions must be framed. While strictly speaking, the "Normae" have no retrospective effect on constitutions already approved, and in themselves are not laws, they manifest the wishes and recommendations of the Sacred Congregation, and anticipate the answers to controversies which may be submitted to that body. While chiefly resting on the double foundation of the "Conditae a Christo" and the "Normae" the Handbook gives also the latest decisions of the Roman Congregations. While written especially for congregations of women, it applies as well to congregations of brothers with simple vows, with the exception of the articles concerning postulants, examina-

tion of candidates by the Bishop before taking the habit and before profession, dowry, the dwelling of the chaplain, and the presidency of the Bishop at the general chapter. This Eighth edition has been revised according to the New Codex of Canon Law, which came into force on Pentecost, 1918. The whole of the second part—195 canons—is devoted to religious. The texts of the constitutions of all approved congregations must be corrected according to the prescriptions of the new codex. The timely usefulness of the Handbook is obvious.

Language Work in Elementary Schools. By M. A. Leiper, Western Kentucky State Normal School. Cloth, 333 pages. Price \$1.40. Ginn & Company, Boston.

This is a book for teachers, in which various approved forms of oral and written work for all the eight grades are presented and discussed in a helpful and stimulating manner by a normal school teacher of experience, who has taken counsel of competent fellow instructors in its preparation. Following the consideration of the subject with especial reference to graded schools there is a chapter on language work in rural schools; also a series of appendixes, the latter containing a general bibliography, language-work material, memory gems, poems and four original and adapted dramatizations. The volume is provided with an index. In all the schools increasing emphasis is laid upon language work at the present time, which is as it should be, for ability to formulate ideas and give them effective expression in correct English is of high importance. Teachers will find this volume up to date and practical.

The Winston Simplified Dictionary, Including all the Words in Common Use, Defined So That They Can Be Easily Understood. Edited by William D. Lewis, A. M., Ped. D., and Edgar A. Singer, Ph. D. Cloth, 820 pages; 6 full-page color plates and 800 illustrations in the text. Price 96 cents, postpaid. The John C. Winston Company, Philadelphia.

This is an original work, prepared with a view to meeting a need of young people in general and not a few of older growth who find difficulty in getting a clear perception of the meanings of words from the definitions offered in the dictionaries in common use—definitions themselves often containing words of such difficulty to the seeker for knowledge that he cannot understand them till they too have been defined. In preparing the Winston Dictionary the aim has been to supply definitions framed in language that all may comprehend. Fifty thousand words, comprising all that are in ordinary use, are thus presented, besides which there are included a dictionary of mythological and classical names, definitions of foreign words and phrases, a concise biographical and geographical dictionary, a glossary of business terms, a list of abbreviations used in writing and printing, and tables of weights, measures and money. The

numerous illustrations, made especially for the work, are clear and helpful. It is safe to predict a wide demand for this well-made book.

The Processes of History. By Frederick J. Teggart, Ph. D., Associate Professor of History, University of California. Cloth, 162 pages. Price, \$1.25 net. Yale University Press, New Haven, Conn.

Is history a science? From the standpoint of Professor Teggart the answer to this question would seem to be that what has passed for history so far has not been a science, but that, studied as it should be, it can be made one. The author contends for the application to historic research of scientific method such as has been followed by authorities on the subject of evolution. By this means, he feels assured, it would be possible to do for human history something akin to what has been accomplished for biology and geology. He goes into an analysis of the factors and processes manifested in the social and political development of mankind, and makes an interesting and thought-provoking book.

Lessons in English. By Arthur Lee, Superintendent of Schools, Clinton, Missouri. Book One, 310 pages; Book Two, 320 pages; illustrated; buckram binding. Price \$..... Charles E. Merrill Company, New York.

This work is based on the familiar texts of Alonzo Reed and Brainerd Kellogg, and Dr. Kellogg himself has co-operated with the author in its preparation. The object held in view is to enlist the pupil's interest, stimulate his imagination and develop his power of expression in the English language. The employment of pictorial illustrations is one of the means to this end. Models of classic literature in poetry as well as in prose are copiously introduced for the same purpose. Much attention is paid to the structure of sentences as the foundation of good writing. The old saying that "Practice makes perfect" is not neglected, and students conducted through the course provided in these volumes will have the advantage of drill.

High School Geography. Physical, Economical and Regional. By Charles Redway Dryer, F. G. S. A., F. R. G. S., formerly Professor of Geography and Geology, Indiana State Normal School; author of "Lessons in Physical Geography." Cloth, morocco back; 536 pages; illustrated. Price \$..... American Book Company, New York.

In every respect this is a noteworthy example of modern achievement in the making of text books for the higher schools. The important subject with which it deals is han-

dled with adequate detail in accordance with a broad general plan; and a vast amount of solid information is skillfully presented in a manner calculated to fix itself in the mind of the student. The illustrations are numerous, well selected and well made, many of them being from recent photographs. In his preface the author says: "To get a view of the earth, not only as the home of man, but as the garden in which he has grown, the school in which he has been educated and civilized, the environment in which still higher ideals may be attained, is the object of modern geographical study. This can be accomplished only by taking an economic standpoint, from which the dependence of human life upon natural conditions and the influence of those conditions upon human life can be most clearly seen. This book is an attempt to present such a view and to treat the leading facts and principles of geography as factors in the human struggle for a better living, that is, for the highest possible civilization." With these aims, Professor Dryer has produced a text-book in which pure science and its practical application are happily combined—a book which will not only supply students with a large body of important facts, but will tend to make them think.

Schools with a Perfect Score, Democracy's Hope and Safeguard. By George W. Gerwig, Ph. D., Secretary to the Board of Education, Pittsburgh, Pa. Cloth, 183 pages. Price, \$1.10. The Macmillan Company, New York.

Ample school grounds; complete school buildings, planned with a view to the widest possible usefulness and substantially constructed; the growing wider relations of the teacher to the community; a balanced modern curriculum; training of the hand and the heart as well as the intellect, with a view to the development of efficiency and character; new ideals in education. These and allied topics are discussed by Dr. Gerwig in a manner likely to interest not only teachers, but school directors and citizens generally concerned with regard to problems of education.

The Teacher, the School and the Community. By Inez N. McFee, Author of "Studies in American and British Literature," etc. Cloth, 256 pages. Price \$1.24. American Book Company, New York.

Problems fundamental to success in an educational career are here discussed in a practical and illuminating way from the standpoint of experience in teaching. School government, the conduct of recitations, beautifying the school room, awakening community interest in the school—these are some of the many topics taken up in the course of the work and handled with fresh interest and insight. There is a great deal on the subjects of home science and agriculture, which, in the modern school, have come to be accounted parts of the curriculum hardly second in importance to "the three R's." Many a teacher will feel grateful to the author of this helpful book.

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HUMOR OF THE SCHOOL ROOM.

A Good System?

It was the little lad's first report card and he presented it to his mother with a bit of misgiving for there was one mark that worried him. Among the excellent standings the mother read, "Deportment 99," and she was pleased; but just as he had feared, she said, "You must have whispered." "Well," replied the little fellow, "I guess maybe I did whisper that many times but I didn't think she saw me."

Some Education.

A girl graduate who was taking her final leave of her Alma Mater, said: "Good-bye, Professor. I shall never forget you, for I am indebted to you for all I know." "Oh, I beg of you," said the good professor, "don't mention such a trifle."

A Distinction of Note.

A teacher in a country town was conducting a recitation in history and asked if any one in the class could tell the difference between a statesman and a politician. A 12-year-old girl answered promptly: "A statesman is a man who has an office; the politician is the man who is trying to get it."

Illustrating by Domestic Science.

The teacher had given little Tim a simple problem in addition that he failed to work out. "Numbers are dry," she reasoned with herself, and determined to make the lesson more interesting. "Suppose," she began, engagingly, "your mamma sent you to the store to buy three pounds of lamb, two pounds of potatoes, half a pound each of carrots and turnips, and one pound of tomatoes—what would you have then?" Tim shook his head, but Marybell, only a year older, raised an eager hand. "Well, Marybell?" said the teacher, with a sorrowful glance at little Tim. "Stew!" said Marybell, sweetly.

Places Too Much Significance in Color.

An inspector of schools, while visiting one lately, thought he would explain to the youthful idea the significance of the color of white. "Why," said he, "does a bride always wish to wear white at her marriage?" None of the children seemed able to answer, so he went on to explain that the reason was—white stands for joy, and that a woman's wedding day is supposed to be the most joyful in her life. To his surprise, a small urchin asked: "Why is it, then, that the men all wear black coats when they get married?"

Environment of Vital Interest.

A teacher told her children the story of the Good Samaritan, and later, to discover if they had grasped the meaning, asked: "And who is your neighbor?" "Please, miss, it's the woman that lives next door to you and borrows your things."

Subject for Sympathy.

A school principal reports that one of his patrons came into the college office to report the sickness of a son and expressed himself as follows: "I'm afeard John ain't goin' to be able to come back to school no more this winter; he's got the ammonia and the doctor says we must take him to the cemetery" (sanitarium).

Diplomatic to an Extreme.

At a school inspection some of the boys found a difficulty in the correct placing of the letters "i" and "e" in such words as "believe," "receive," etc., when the inspector said, blandly: "My boys, I will give you an infallible rule; one I invariably use myself." The pupils were all attention, and even the master pricked up his ears. The inspector continued: "It is simply this. Write the 'i' and 'e' exactly alike and put the dot in the middle over them."

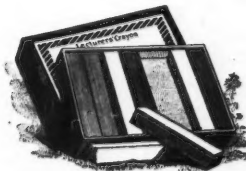


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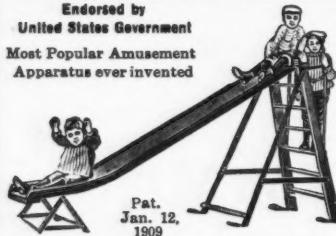
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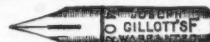


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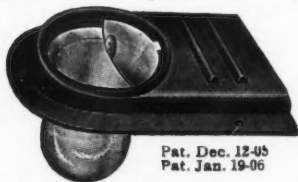
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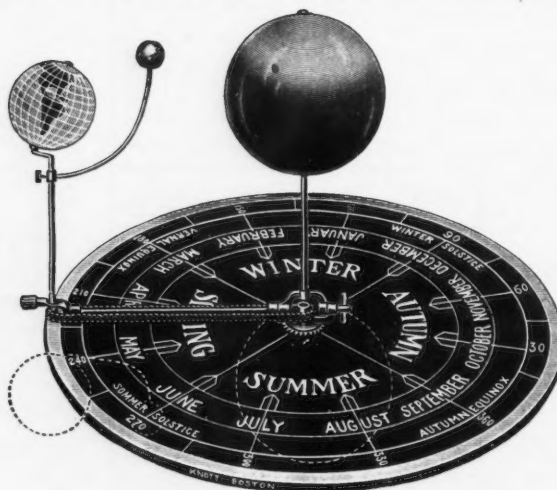
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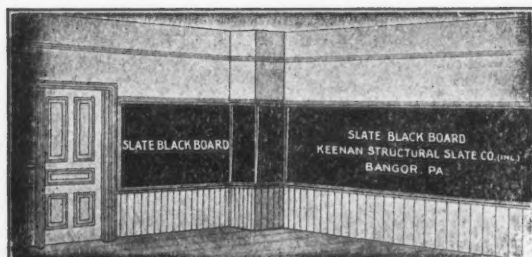
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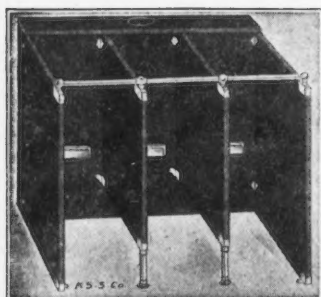
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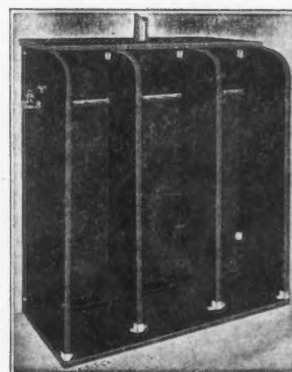
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